The Single Plan for Student Achievement

School: Norman Liddell Elementary School

CDS Code: 10-73965-6115521

District: Central Unified School District

Principal: Charlene Graham

Revision Date: September 12, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 14, 2017.

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School Vision and Mission

Norman Liddell Elementary School's Vision and Mission Statements
School Mission Statement:
Liddell Elementary School provides a safe, nurturing environment committed to achieving excellence. Liddell students engage in a rigorous and collaborative learning community that ensures each student achieves intellectual and personal excellence and is well prepared for college, career, and community.

School Vision Statement:
Liddell Elementary School will work with families and with the community to successfully educate all of its students in every classroom, every day.

School Profile

Liddell Elementary School, established in 1998, is an elementary school in Central Unified School District in Fresno, California. Liddell serves about 720 students. It is located within the northwest city limits of Fresno. Liddell Elementary School has an attendance area of approximately seven miles, and lies mainly in a suburban setting. We have 41.88/% students FRSL(Free/Reduced School Lunch)and 8% ELL.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent surveys are sent out annually, allowing parents the opportunity to share their thoughts regarding the obstacles for educating the whole child.
96% of parents feel Liddell's learning environment is inviting and provides a supportive learning environment.
97% of parents feel that Liddell has adults that care about students.
98 % of parents feel that Liddell is a safe place for students
98% of parents fell that students are recognized for their accomplishments.
Title 1 Parent surveys show parents want interventions during school and tutoring to continue.   They want information on how to help their child both academically, with behavior, and socially.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations are conducted by the Principal, Guidance Instructional Adviser, and the Instructional Support Coach. Drop ins (unscheduled), scheduled observations, walk throughs, co planning, and co teaching are elements conducted each year.

Instructional aides are evaluated yearly. All Liddell staff currently meed the standards set by the California Teaching Commission and Central Unified School District.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Teachers analyze several sources of data:
   SBAC: Teacher analyze this data to identify CCSS focus areas.
   *District Benchmarks: Assessments developed to assess mastery of ELA and Math grade level content standards. Liddell teachers use this to analyze gaps and guide instructional strategies and planning.
   New this Spring is ELPAC-Based on HLS, students whose primary language is other than English take this assessment. It assesses students' achievement in English language proficiency (reading, writing, listening, speaking). English learners receive services based on their scores and needs.
   *DIBELS - Teachers in grades 3-6 use DIBELS reading fluency assessment to determine if a student is at risk in the area of reading so that differentiated instruction may be implemented to address areas of weakness.
   *Accerated Reader and STAR Test -Teachers use STAR reading assessments to identify students AR reading level. The students select books within their ZPD and take comprehension tests to monitor their reading. The STAR test is administered quarterly to monitor growth.
   *Fountas and Pinnell - Individual student reading assessment in grades K-2. It identifies needs in the areas of Oral reading, Fluency, Comprehension, and Writing. It is administered three times a year grades K-2.

   Teachers have access to Illuminate for student assessment information. Teachers use data in PLCs to inform instructional strategies, focus, and support.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

   The school uses an ongoing assessment and monitoring system, Illuminate, that provides timely data from common assessments in order to support learning in both core and intensive intervention programs. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas and Pinnell; progress monitoring such as DIBELS, including frequent formative and curriculum-embedded; and summative assessments such as SBAC, ELPAC in Spring) are used to inform teachers and principal on student placement, diagnosis, progress, and effectiveness of instruction and interventions. Every teacher has a data collection box to monitor the progress of all students.

<u>Staffing and Professional Development</u>

3. Status of meeting requirements for highly qualified staff (ESEA)

    All Central USD employees meet current requirements for employment. The term 'highly qualified teacher' was no longer applicable to districts as on May 2017. The district is currently waiting on approved language and definitions from both state and federal Every Student Succeeds Act (ESSA).

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

    All teachers meet the criteria for employment during the transition from NCLB to ESSA. The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

    Staff development is provided in many formats. Staff development sessions are held twice monthly on the campus with each session averaging 2 hours and are revisited during PLCs. Liddell will continue to align our goals with the district's guiding principles and LCAP goals. The professional development plan for the 2017-2018 school year includes integrating technology into daily lessons, Tier 2 & 3 supports including guided reading, re teaching strategies,small group instruction, and Tier 1 best first teaching by integrating Learning Intentions, Success Criteria, and Effective Feedback. Classroom observations will be utilized to guide staff development needs. In addition, our district will provide staff development in ELA/ELD.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

    The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics. Trained instructional support coaches who are knowledgeable about the adopted programs and effective instructional pedagogy work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

    The school facilitates and supports a one-hour structured collaboration meeting every other week and provides adequate time for the PLC team to meet at a minimum of 40 minutes on alternating weeks so that PLC collaboration occurs every week in order for all teachers in all grades to analyze, discuss, and utilize the results of common assessments, state assessments and district benchmarks to guide student placement, instructional planning and delivery, and progress monitoring, within all core and intervention programs. Teachers have been trained and continue to receive support in the use of the Data Teams Process to efficiently review data and create next-step actions that the PLC commits to implementing and monitoring. In this setting, PLCs are able to analyze, discuss, and utilize the results of student formative data to guide instructional planning and delivery with more input from teachers throughout the district.

<u>Teaching and Learning</u>

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

    Alignment of curriculum, instruction, and materials to content and performance standards. All core and intervention curriculum is CUSD board adopted and meets the criteria established by the State of California. All materials are aligned to the content and performance standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

    The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This provides all students, including ELs, SWDs, students with learning difficulties, and advanced learners sufficient instruction and practice to meet their instructional needs. This time is given priority and is protected from interruptions.

    R/LA:Core--Grade TK/K 1 hour---Grades 1-3 2.5 hours---Grades 4-6 2 hours
    R/LA Strategic---Grades K-6 15-20 minutes
    R/LA Intensive---Grades K-6   30 minutes

    Mathematics: Core---Grade K 30 minutes---Grades 1-6 1 hour
    Mathematics Strategic---Grades K-6 15-30 minutes
    Mathematics Intensive---Grades 4-6 30 minutes

    Designated ELD - TK/K- 20 minutes
    1-6- 30 minutes

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    The district and school prepare, distribute, and monitor the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade six) for the standards-aligned, basic core RLA/ELD, strategic support and intensive intervention programs and standards-aligned mathematics basic core, strategic, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

    Use of the pacing guide ensures that all students receive a common sequence of grade-level instruction and common assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making.

    The basic core course pacing guide is the foundational pacing guide for the strategic support class. The teacher uses the basic core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ELA/ELD and/or mathematics content being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    All students have required state adopted materials. Textbooks are monitored by the Library Technician.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school/district provides for all students, including English learners (ELs), students with disabilities (SWDs), students with learning difficulties and advanced learners in all grade levels, standards-aligned, basic core instructional programs, including ancillary materials for universal access, for Reading/Language Arts/English Language Development (RLA/ELD- CCSS) and for mathematics (CCSS). The school also provides intensive intervention programs for identified students in Grades K-6 in ELA/ELD and mathematics. These programs are implemented as designed in every classroom with materials for every student.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students are provided rigorous first instruction in the core curriculum adopted by the District. Additional support is given in class to assist struggling and at-risk students attain grade level concepts. Students that are having difficulty are provided opportunities for intervention and tutoring. Struggling students are progress monitored every one to two weeks ensure students needs are being met. Small group, guided reading, and individual instruction is provided to assist struggling students. ST Math and small group instruction using math curriculum (reteach and intervention pieces) are used for students struggling in math. EL students are provided ELD using the adopted materials, Universal Access, and small group instruction. Liddell provides opportunities for all students to access the core curriculum.
Eligible migrant students at Liddell are evaluated annually with migrant "Needs Assessment". It they are determined to be Priority Service (PFS) then the migrant liaison and the classroom teacher complete a migrant Student Learning Plan (SLP) with recommended interventions and alternative supports for the migrant PFS student.

14. Research-based educational practices to raise student achievement

Research-based educational practices that are proven to be effective in raising student achievement are the foundation of the Central Way. Developed with input from every school team, the Central Way identifies key expectations for the practices of teachers as well as the practices of students that should be developed in order to positively impact achievement. At the core of each of these practices are the characteristics of a multi-tiered system of support for teaching and learning that include student engagement, setting of standards-based learning intentions and success criteria based on diagnosis of student need, promotion of student ownership in learning with timely and the consistent use of effective feedback. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. The Central Way promotes teacher clarity, a research-based educational practice with the highest effect size (Hattie), through high-impact professional learning teams that rely on formative data to define progress and prescribe next steps for teaching and learning.

<u>Parental Involvement</u>

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available for struggling students include:
*Academic Instructional Coaching for Teachers
*Intervention for ELA and Math
*Tutoring
*DIBELS monitoring
*ST Math/Fluency
*Parent/Teacher Conferences
*School Psychologist
*Speech Therapist
*Instructional Assistants
*Illuminate
*Accelerated Reader
*CUSD Website
*Liddell has a website a informing families and students of multiple resources and information that will provide support for students achievement and understanding.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Counsel meets a minimum of 4 times per year. The budget is created through a collaborative process which includes all stakeholders. Teachers and parents are given multiple opportunities in multiple forums (ELAC, staff meetings, Title 1 parent meeting, leadership,ELAC, etc) to identify needs. A proposed budget is presented to SSC for discussion, revision, and approval. The plan, once spending is approved, is submitted to the Central Unified Board of Trustees for approval.

<u>Funding</u>

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Funding is allocated for supplemental adopted materials, technology needs, intervention, tutoring, and professional development opportunities for staff to obtain strategies to assist under performing students.

Local Control Funding Formula (LCFF) funding and Title 1 (TA) are utilized to assist at-risk and EL students to reach proficient levels. Educational materials, technology, and teacher training are provided to assist struggling students. Specific subgroups to be addressed are Socioeconomically Disadvantaged, At Risk, English Learners, Special Education, and Foster Youth.

SLIP monies are used to assist students with educational supplies,resource materials, technology, and literary books.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals and activities in the LEAP/LCAP Plan.
The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.
District general and categorical budgets and LEAP/LCAP Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

Limitations of the current Liddell program to enable under performing students to meet standards are:

Time and Teacher capacity. Teacher capacity is consistently being built through staff development, PLC time, and district professional development. Within these areas the focus is analysis of data, lesson planning, student learning, and effective teaching strategies. Liddell continues to focus on effective and consistent collaboration, integrating and using technology, and planning differentiated instruction to meet the needs of all students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	86	85	99	83	83	99	83	83	99	96.5	97.6	100
Grade 4	86	89	85	80	85	82	80	85	82	93.0	94.4	96.5
Grade 5	99	96	90	94	94	87	93	94	87	94.9	97.9	96.7
Grade 6	99	101	95	97	97	95	97	97	95	98.0	95.1	100
All Grades	370	371	369	354	359	363	353	359	363	95.7	96.2	98.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2380.1	2400.4	2436.8	6	19	26.26	19	16	27.27	33	30	21.21	42	35	25.25
Grade 4	2476.1	2448.8	2498.8	25	22	34.15	29	21	31.71	25	15	14.63	21	41	19.51
Grade 5	2502.1	2509.5	2499.7	19	22	18.39	33	33	33.33	22	17	16.09	24	28	32.18
Grade 6	2482.8	2537.0	2530.8	4	16	12.63	27	38	38.95	25	32	26.32	44	13	22.11
All Grades	N/A	N/A	N/A	13	20	22.59	27	28	32.78	26	24	19.83	33	29	24.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	14	20.20	47	48	48.48	46	37	31.31
Grade 4	24	15	21.95	50	44	57.32	26	41	20.73
Grade 5	25	26	18.39	47	41	55.17	28	33	26.44
Grade 6	7	18	23.16	44	59	51.58	48	24	25.26
All Grades	16	18	20.94	47	48	52.89	37	33	26.17

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	5	14	36.36	52	49	39.39	43	36	24.24
Grade 4	26	16	39.02	56	47	40.24	18	36	20.73
Grade 5	23	36	25.29	55	41	48.28	23	22	26.44
Grade 6	11	21	17.89	37	58	54.74	52	22	27.37
All Grades	16	22	29.48	50	49	45.73	34	29	24.79

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	13	16.16	66	65	66.67	27	22	17.17
Grade 4	16	19	25.61	68	58	54.88	16	24	19.51
Grade 5	8	10	14.94	71	74	64.37	22	16	20.69
Grade 6	11	21	16.84	71	72	68.42	18	7	14.74
All Grades	10	16	18.18	69	68	63.91	20	17	17.91

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	18	27.27	51	49	49.49	39	33	23.23
Grade 4	26	33	45.12	59	41	43.90	15	26	10.98
Grade 5	30	38	31.03	56	48	41.38	14	14	27.59
Grade 6	15	35	28.42	65	56	53.68	20	9	17.89
All Grades	21	31	32.51	58	49	47.38	22	20	20.11

Conclusions based on this data:

1. An analysis of 2016-2017 CAASPP in ELA reveals that Liddell made a 7% growth.

2. An analysis of 2016-17 3rd grade's weakest area is citing evidence to support opinions and ideas.

3. An analysis of 2016-17 reading and listening are the weakest area across grade levels.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	86	85	99	83	83	98	83	83	98	96.5	97.6	99
Grade 4	86	89	86	82	85	81	82	85	81	95.3	94.4	94.2
Grade 5	99	96	91	95	95	87	94	95	87	96.0	99	95.6
Grade 6	99	101	95	97	97	95	97	97	95	98.0	95.1	100
All Grades	370	371	371	357	360	361	356	360	361	96.5	96.5	97.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2411.8	2403.6	2432.4	7	6	14.29	33	28	34.69	31	31	29.59	29	35	21.43
Grade 4	2475.1	2464.1	2502.2	16	12	29.63	29	34	32.10	35	27	25.93	20	27	12.35
Grade 5	2484.9	2490.5	2485.5	8	11	8.05	17	24	25.29	46	35	27.59	27	31	39.08
Grade 6	2495.7	2531.5	2535.0	7	19	21.05	16	23	22.11	40	40	40.00	36	19	16.84
All Grades	N/A	N/A	N/A	10	12	18.01	23	27	28.53	39	34	31.02	28	28	22.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	12	29.59	42	39	42.86	42	49	27.55
Grade 4	24	29	43.21	43	32	33.33	33	39	23.46
Grade 5	14	21	16.09	36	42	40.23	50	37	43.68
Grade 6	9	22	24.21	41	46	47.37	49	32	28.42
All Grades	15	21	27.98	40	40	41.27	44	39	30.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	14	11	21.43	55	52	54.08	30	37	24.49
Grade 4	20	14	27.16	50	46	53.09	30	40	19.75
Grade 5	14	9	13.79	41	49	47.13	45	41	39.08
Grade 6	9	25	17.89	45	51	55.79	45	25	26.32
All Grades	14	15	19.94	48	49	52.63	38	36	27.42

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	14	16	26.53	55	58	56.12	30	27	17.35
Grade 4	24	19	35.80	51	47	49.38	24	34	14.81
Grade 5	7	14	11.49	63	57	44.83	30	29	43.68
Grade 6	8	21	20.00	59	64	57.89	33	15	22.11
All Grades	13	17	23.27	57	57	52.35	29	26	24.38

Conclusions based on this data:

1. An analysis of 2016-17 CAASPP in Math reveals that concepts and procedures and problem solving are areas of weakness.

2. An analysis of 2016-17 CAASPP in Math reveals that 5th grade over all scores are the weakest.

3. An analysis of 2016-17 CAASPP in Math reveals Liddell made a 7% growth.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		8	14	20	25	29	60	58	29	20	8	29			
1	5	6	13	57	29	38	33	35	50	5	18			12	
2				38	18	27	46	55	45	8	18	27	8	9	
3			10	25	38	30	63	50	40		13	20	13		
4	25		20	25	67	40	50	17	40		17				
5	***				***	***	***	***	***			***	***		
6				60		***	20		***	20		***		***	
Total	5	3	9	41	32	33	42	42	42	7	14	16	5	8	

Conclusions based on this data:

1. Consistently have 42 students at Intermediate level. 10 moved from EA to Intermediate from 15-16 to 16-17.

2. Analysis of band scores show lowest scores are in the area of writing. Writing is also cause of many students staying at intermediate level.

3. In staff development, EL strategies will be addressed with a focus on writing. Designated ELD times will be monitored and effective feedback given.
   In PLCs, EL students needs to be discussed and progress monitored.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		4		19	14		22	46		31	29		28	7	
1	5	6		55	28		36	39		5	17			11	
2				40	27		40	47		7	13		13	13	
3				25	30		63	60			10		13		
4	25			25	67		50	17			17				
5	25				40		25	20					50	40	
6				60			20			20				***	
Total	3	2		33	26		33	42		14	18		16	12	

Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)

Conclusions based on this data:

1. Analysis of CELDT scores show writing is the greatest area of need.

2. Only 2 students school wide moved from intermediate to higher level 15-16.

3. Need to focus interventions and instruction on areas of need for each intermediate student.

Planned Improvements in Student Performance

Goal: English Language Arts

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading.   LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
By October, 2018 all students TK-6 will demonstrate one years growth in reading and writing as measured by F&P, DIBELS, District Benchmarks, SBAC, and writing samples closing the experience gap for students of poverty, at risk students, special education, and foster youth.
Data Used to Form this Goal:
District Benchmarks   Fountas and Pinnell Data   PLC data   SBAC   Progress Monitoring Data
Findings from the Analysis of this Data:
Liddell students are weak in the areas of Reading and Listening Comprehension. Liddell teachers need support in guided reading, differentiation, re-teaching, intervention strategies, progress monitoring, and Tier 2 supports to close the experience gap for students of poverty, at risk students, special education, EL, and foster youth to increase student learning.
Means of evaluating progress & group data needed to measure gains:
District Benchmarks   SBAC   Fontas and Pinnell   Progress Monitoring Data

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Best first instruction in reading, writing. and listening comprehension (Tier 1) to prevent at risk readers. PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data. Tier 2 & 3 Re teaching, small group instruction, and differentiated instruction in classroom by teacher Students will be provided opportunities for Tier 2 & Tier 3 push in & pull out reading intervention support in literacy	October, 2017 - October, 2018	All Staff	Reading Intervention support / small group	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	8500.00
			Materials and supplies for small group instruction/support for TAS students	4000-4999: Books And Supplies	Title I Part A: Allocation	4800.00
			Classified support to assist at risk students (guided reading, small group instructions, teacher support)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	19525.32
			Additional leveled readers for small group instruction, intervention	4000-4999: Books And Supplies	Title I Part A: Allocation	3200.00
			TK/K ELA materials and supplies for small group instruction for TAS students	4000-4999: Books And Supplies	Title I Part A: Allocation	3000.00
			Half day subs for SST coordinator to gather and analyze data, monitor student progress, make parent contact, and to facilitate meetings to support Tier 2 & 3 TAS students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	750.00
			Intervention Instructional Aide for Tier 2 & 3 push in/pull out reading support for TAS students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5517.00
Implement a systematic program for creating reading success: Increase number of library books of interest to students to increase	October, 2017 - October, 2018	Teachers Library Technician	Library Books	4000-4999: Books And Supplies	LCFF-SLIP	1346.15

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
reading comprehension and fluency Activities to promote increased amount of time reading and to foster the love of reading Tutoring- teacher led with IA support and small group instruction Tutoring materials and supplies for small group instruction Tier 2 & 3 pull out books, materials, supplies Implement use of student technology and classroom technology to build literacy skills and 21st century skills			Library Books con'd	4000-4999: Books And Supplies	LCFF	4000.00
			Activities/Supplies/materials	4000-4999: Books And Supplies	LCFF	500.00
			Tutoring- Teacher limited to TAS students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4500.00
			Tutoring support- limited to TAS students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1080.00
			Materials and Supplies for tutoring -limited to TAS students	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00
			Replacement Technology, Replace laptops, technology that supports student learning	5000-5999: Services And Other Operating Expenditures	LCFF	4000.00
Professional development to build adult capacity of CCSS, Tier 2 & 3 instruction, reading,writing, listening comprehension instruction, and guided reading Professional development provided to staff to effectively use technology for student learning and to build literacy skills for TAS students Tech training menu for staff development in relation to staff need Campus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction)	October 2017- October, 2018	Teachers, Admin, Site IC	Conferences/Training expenses/Professional Dev	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2700.00
			Teacher Release Time (Substitutes) for Professional Development opportunities	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000.00
			Professional Development materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	350.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Drop in observations with specific instructional feedback To prevent at risk readers, specific and strategic Instructional Coach support in Tier 1 best first teaching though collaboration, PLC, co planning, co teaching, modeling, analyzing data, and instructional feedback			TK-2 PD subs for F&P,analyzing data with ISC and applying to AR guided reading groups (1 day/2x/13 teachers)	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3900.00

Planned Improvements in Student Performance

Goal: Mathematics

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community.
SCHOOL GOAL:
By October, 2018, TK-6 grade students will demonstrate one years growth in fact fluency, communicating reasoning, and problem solving and modeling/data in math, as measured by district benchmarks, performance tasks, IAB assessments, SBAC, and ST Math.
Data Used to Form this Goal:
ST Math SBAC Performance Tasks District Benchmarks IAB
Findings from the Analysis of this Data:
Students need support in fact fluency, communication reasoning. and problem solving and modeling/data.
Means of evaluating progress & group data needed to measure gains:
Classroom Assessments ST Math, ST MATH Fluency District Benchmarks/Performance tasks SBAC IAB assessments

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data. Materials, supplies, technology based programs, books, and math manipulatives for small group instruction for Tier 2 & 3 Tutoring for at risk students (TAS), small group Small group instruction, reteaching, Tier 2 &3 support	October, 2017 - October 2018	Principal GIA ISC Classroom teachers	ST MATH/Fluency	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2626.00
			Math materials.supplies, and manipulatives for small group instruction for TAS students	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00
			Tutoring support limited to TAS students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1008.00
			Tutoring- teacher limited to TAS students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4500.00
			Materials, supplies tutoring limited to TAS students	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00
			Classified support to assist at risk students (guided reading, small group instructions, teacher support)	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	19525.32
			Intervention Instructional Aide for Tier 2 & 3 push in/pull out support for TAS students	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	5517.00
			Half day subs for SST coordinator to gather and analyze data, monitor student progress, make parent contact, and to facilitate meetings to support Tier 2 & 3 TAS students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	750.00
Implement first best instruction in Mathematics (Tier 1)	October 2017 - October, 2018	Principal GIA ISC	BrainPop	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1508.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Activities to promote increased math fact fluency and to foster the love of mathematics Materials, supplies, stem activities, and technology to foster critical thinking, collaboration, and creativity in the classroom school wide Implement use of student technology and classroom technology to build literacy skills and 21st century skills		Classroom teachers	Activities/ supplies/ materials	4000-4999: Books And Supplies	LCFF	900.00
			In class stem/math/science activities/supplies that support student learning and collaboration	4000-4999: Books And Supplies	LCFF	3500.00
			Replacement Technology, replace technology that supports student learning	5000-5999: Services And Other Operating Expenditures	LCFF	6996.00
Professional development, to build adult capacity in Math CCSS, Tier 2 & 3 supports, 21st Century skills, academic vocabulary, and fact fluency to support TAS students. Professional development provided to staff to effectively use technology for student learning and to build literacy skills. Tech training menu for staff development in relation to staff need Campus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction)	October 2017- October 2018	Admin, teachers, ISC	Substitute Salaries for Professional Development, peer observations, coaching, planning , data analysis	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3900.00
			Professional Development conference and workshop fees	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Drop in observations with specific instructional feedback To prevent at risk students in mathematics, specific and strategic Instructional Coach support in Tier 1 best first teaching though collaboration, PLC, co planning, co teaching, modeling, data analysis and instructional feedback						

Planned Improvements in Student Performance

Goal: English Language Development

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 4: Assure 1 year of growth in language acquisition for every EL student.
SCHOOL GOAL
By October 2018, all English Learner TK-6 students will demonstrate one year's growth in reading and writing, closing the experience gap, measured by the F&P, SBAC, ELPAC, and benchmarks.
Data Used to Form this Goal:
CELDT (2016) Fountas & Pinnell RFEP data SBAC
Findings from the Analysis of this Data:
More emphasis needs to be placed on monitoring progress of our ELL through District Benchmark Data, F& P, grade level performance, and SBAC. Support and effective intervention is needed for ELL students not meeting grade level standards. Writing across disciplines is the area of greatest need. Designated ELD block to be dedicated,consistent, and strategic.
Means of evaluating progress & group data needed to measure gains:
SBAC Fountas & Pinnell Benchmarks ELPAC

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implement first best instruction for all ELA content and ELD standards, guided reading,dedicated ELD block, SDAIE and integrated EL strategies to prevent at risk EL students In class, small group instruction,guided reading, differentiated instruction for at risk students EL and LTELS Reading/writing pull out intervention block for Tier 2 & 3 El students and LTELS by a credentialed teacher Materials and supplies for Tier 2 & 3 interventions	October, 2017 - October, 2018	Classroom Teachers ISC Principal GIA	ELD/Title1 Intervention pull out support for TAS EL students	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	18694.71
			Books, materials, supplies to support small group instruction	4000-4999: Books And Supplies	Title I Part A: Allocation	643.65
EL parent involvement/education activities to support student learning Recognition for EL learner: growth and reclassification Translators for parent conferences, parent involvement activities, site meetings, communication, student recognition	October 2017-October 2018	Admin Teachers	EL parent involvement activities/student recognition	4000-4999: Books And Supplies	LCFF	200.00
			Interpreters for EL Parent Communications, conferences, and EL parent involvement, student recognition	2000-2999: Classified Personnel Salaries	LCFF	250.00
			Subs for ELPAC assessment	1000-1999: Certificated Personnel Salaries	LCFF	600.00
Build Adult Capacity in ELD strategies, reading, writing, academic vocabulary, and EL standards to prevent TAS EL students	October 2017-October 2018	Admin ISC	Professional Development	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
PD provided to staff to effectively use ELD strategies, and to build reading and writing skills across disciplines to support TAS EL students Specific and strategic Instructional Coach support in ELD strategies, and building reading and writing skills through collaboration, PLC, co planning, co teaching, modeling, and instructional feedback Campus wide walk throughs to assess and address effective use of instructional practices teaching Drop in observations with specific instructional feedback			Professional Development materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00

Planned Improvements in Student Performance

Goal: School Culture

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 1: Every student meets or exceeds grade level core standards and is prepared for college, career, & community. LCAP Goal 2: Connect every student to school by providing equity of access to education opportunities and creating an environment conducive to learning for all students. LCAP Goal 3: Engage families in system-wide programs assuring student/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
By October 2018, Liddell will connect every student to school by creating an environment conducive to learning as evidenced by the documented use of data in PLCs, Healthy School Surveys,Parent Surveys, and PBIS team meetings to measure student academic, behavior, and social emotional growth.
Data Used to Form this Goal:
PLC documents Observation notes SWISS/CICO Data (PBIS) Healthy Schools survey LCAP Parent Survey
Findings from the Analysis of this Data:
96% of parents feel Liddell's learning environment is inviting and provides a supportive learning environment. 97% of parents feel that Liddell has adults that care about students. 98 % of parents feel that Liddell is a safe place for students 98% of parents fell that students are recognized for their accomplishments.
Means of evaluating progress & group data needed to measure gains:
PLC planning/data, Character Counts participation, Healthy Schools Surveys, PBIS/SWISS/CICO DATA.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Provide opportunities for students to participate in activities which foster a connection to school supported by transportation, supplies, and other activities. Attendance recognition Activities to foster unity, inclusion, and diversity.	October 2017 - October 2018	Principal PBIS Team Classroom Teachers	Materials/Supplies or Activities	4000-4999: Books And Supplies	LCFF	2000.00
Implement Healthy Schools Program Fully implement Positive Behavior Intervention Support programs, infused with Character Counts, to support student behavior and social/emotional needs and to foster a positive and safe school climate. Measure on-going growth and identify needs by collecting and analyzing data at PLCs (academic) and at PBIS team meetings (behavioral and social/emotional) .	October, 2017- October, 2018	PBIS Team Teachers Principal GIA PLC teams	Substitutes for PD/Healthy schools implementation	1000-1999: Certificated Personnel Salaries	LCFF	250.00
			Instructional Aide Salary to support alternative recess and alternative play	2000-2999: Classified Personnel Salaries	LCFF	8907.00
			Substitutes for PBIS/Character Education implementation	1000-1999: Certificated Personnel Salaries	LCFF	500.00
			Materials and supplies to support PBIS/Character Counts/Healthy Schools/Safe Schools	4000-4999: Books And Supplies	LCFF	2000.00
			SWISS	5000-5999: Services And Other Operating Expenditures	LCFF	500.00
			Materials and supplies to support student social/emotional needs	4000-4999: Books And Supplies	LCFF	1687.95

Planned Improvements in Student Performance

Goal: Parent Engagement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 3: Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.
SCHOOL GOAL
By October 2018, Liddell will increase parent engagement in parent education opportunities that support academic and social well being as measured by participation and sign in sheets.
Data Used to Form this Goal:
Parent surveys Sign in sheet/participation in egagement Activities/education opportunities Title 1 Parent input surveys
Findings from the Analysis of this Data:
91 % of parents feel that Liddell allows parent input and welcomes parents' contributions. 91 % feel that Liddell encourages parents to be an active partner with the school in educating their child. Parents want information on how to academically help their child at home. They also what information on what is typical behaviors for their child's age and how to handle them.(social skills)
Means of evaluating progress & group data needed to measure gains:
Parent Surveys Session evaluations/sign in sheets Title 1 and ELAC parent input

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities: • engaging parents with the curriculum/Stem activites being used in the classroom • provide strategies for parents to be used with assisting students academically and socially • building a strong relationship between parents and school personnel • child care and translation Family Stem Nights, parent education series, Bytes and Bites (common sense/social media education for parents)	October 2017-October, 2018	Principal GIA ISC Classroom Teachers	Parent Education/engagement	5800: Professional/Consulting Services And Operating Expenditures	Title l Parent Involvement	1187.00
			Parent education/engagement con'd	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1000.00
			Supplies for Parent Engagement/Education Activities/Family Stem Nights	4000-4999: Books And Supplies	Title I Part A: Allocation	500.00

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF	36,790.95	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1,346.15	0.00
Title I Part A: Allocation	124995.00	0.00
Title l Parent Involvement	1187.00	0.00

Total Expenditures by Funding Source

Funding Source	**Total Expenditures**
LCFF	36,790.95
LCFF-SLIP	1,346.15
Title I Part A: Allocation	124,995.00
Title l Parent Involvement	1,187.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	40,344.71
2000-2999: Classified Personnel Salaries	61,329.64
4000-4999: Books And Supplies	30,627.75
5000-5999: Services And Other Operating Expenditures	16,704.00
5800: Professional/Consulting Services And Operating	15,313.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF	1,350.00
2000-2999: Classified Personnel Salaries	LCFF	9,157.00
4000-4999: Books And Supplies	LCFF	14,787.95
5000-5999: Services And Other Operating	LCFF	11,496.00
4000-4999: Books And Supplies	LCFF-SLIP	1,346.15
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	38,994.71
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	52,172.64
4000-4999: Books And Supplies	Title I Part A: Allocation	14,493.65
5000-5999: Services And Other Operating	Title I Part A: Allocation	5,208.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	14,126.00
5800: Professional/Consulting Services And	Title l Parent Involvement	1,187.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	70,168.47
Goal: Mathematics	53,730.32
Goal: English Language Development	21,888.36
Goal: School Culture	15,844.95
Goal: Parent Engagement	2,687.00

School Site Council Members

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Charlene Graham	X				
Lori Severt		X			
Sandy Gaither		X			
Jenn Moebes		X			
Nicole Ghimenti			X		
Jesse Farias				X	
Cyndi Bauer				X	
Joy Isheim				X	
Cindy Harper				X	
Jorgelina Roisenzvit				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

_____
Signature

X   English Learner Advisory Committee

_____
Signature

Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

Other committees established by the school or district (list):

_____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Charlene Graham
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Jennifer Moebes
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee	_____ Signature
X English Learner Advisory Committee	_____ Signature
Special Education Advisory Committee	_____ Signature
Gifted and Talented Education Program Advisory Committee	_____ Signature
District/School Liaison Team for schools in Program Improvement	_____ Signature
Compensatory Education Advisory Committee	_____ Signature
Departmental Advisory Committee (secondary)	_____ Signature
Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Charlene Graham		9/12/17
Typed Name of School Principal	Signature of School Principal	Date

Jennifer Moebes		9/12/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Name_____ Grade_____

HOME-SCHOOL COMPACT TO LEARNING
Three-Way School Pledge

Teacher Pledge: I will

- Create a partnership with every student's family including identifying and maintaining a method of communication.
- Explain my approach to teaching, expectations, and grading system to students and their families
- Monitor student progress in reading and math and update parents regularly
- Monitor learning, provide intervention and assistance as needed
- Continually work to develop my teaching strategies so that learning is enhanced for each student
- Ensure students understand the assignment, learning objective and receive immediate feedback.
- Provide opportunities for parent volunteers and participation in your child's education
- Send home school information promptly
- **Enforce behavior expectations established in the Lion Laws.**

Teacher's Signature _____ date _____

Students Pledge: I will

- Get to class on time
- Let my teacher know if I need help
- Read on my own and/**or** with my family everyday
- Work on my math and reading skills at home, using the materials my teacher sends home
- Write down assignments, do my homework everyday, and turn it in when it's due
- Participate in all intervention programs that are offered to me
- Take school information home to parents
- **Meet the behavior expectations established in the Lion Laws.**

Student's Signature _____ date _____

Parent's Pledge: I will

- Read school information nightly
- Let the teacher know if my child has any problems with learning, attend conferences and meetings
- Use reading and math materials the school sends home each week to help my child
- Encourage my child to engage in reading activities at least 30 minutes everyday.
- Provide a quiet place/time for my child to complete homework
- Help my child see how to use reading and math to pursue his/her interests and goals
- Get my child to school on time everyday
- **Enforce the expectations established in the Lion Laws with my child.**

Parent's/Guardian's Signature _____ date _____

White Copy – Teacher Yellow Copy – Parent/Student

Norman Liddell Elementary Title 1 Parent Involvement Policy
2017-2018 School Year

Liddell Elementary recognizes the valuable role parents play in the educational development of their children. Our goal is to develop a strong partnership with parents. Liddell's policy was developed with input from ELAC and SSC. Liddell's Title 1 Parent Involvement Policy is distributed to all students during the first week of the school year and describes the process and means for carrying out parent involvement activities.

Definition of Title 1 Parental Involvement: Participation of parents on a regular basis with the Liddell community. There will be tow way communication involving student academics, and other school activities. The intent of this policy is to clearly define current practices in a more efficient, consistent, and effective manner, as well as generate new ways of strengthening the partnership between parents, students, community members, and Liddell Elementary.

Building Capacity for Involvement:

Liddell Elementary engages Title 1 parents in a meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals the school has established the following practices.

1. Liddell Elementary provides Title 1 parents with assistance in understanding State's academic content standards, assessments, and how to monitor and improve the achievement of their children

5. Liddell Elementary distributes information related to school and Title 1 parent programs, meetings, and other activities in a format and language that parents understand.
   - Blackboard Connect messages are sent out every Sunday.
   - Information posted on school website, emailed to parents, and/or text messages
   - Teachers send weekly newsletters
   - Punjabi and Spanish translators accessible for parent/teachers conferences and other meetings as needed

6. Liddell Elementary provides support for parental involvement activities.
   - Character Education
   - Community Events
   - Open House
   - Fall and Spring Parent/Teacher Conferences
   - Scholastic Book Fair
   - Liddell Showcase/Young Author's Fair/Science Fair/History Day
   - Peach Blossom
   - Talent Show
   - Educational Field Trips
   - PFC
   - SSC
   - ELAC
   - Classroom Volunteering
   - Bytes and Bites
   - PFC Sponsored Fundraisers
   - Back to School Night
   - Grade Level Programs
   - Movie Nights
   - School Play
   - Band and Choir Performances
   - Robotics
   - Red Ribbon Week
   - Pastries with Parents
   - High Honors Breakfast
   - Family Stem Night

Liddell ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES
09/12/2017

1. Call the Meeting to Order:
- The meeting was called to order at 4:01 by Charlene Graham. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Joy Isheim	X	1	Lori Severt	Teacher	X
2	Cindy Harper	X	2	Jennifer Moebes	Teacher	X
3	Jorgelina Roisenzvit	X	3	Sandy Gaither	Teacher	
4	Cindy Bauer		4	Nicki Ghimenti	Other	X
5	Jesse Farias		5	Charlene Graham	Principal	X

	Guest		Non member staff	Position
1	Ruben Coronado	1		
2		2		
3		3		
4		4		

2. Roll Call:
- (Sign in Sheet).
- Chairperson announced
  - o   6 members are needed to establish a quorum
  - o   7 members are present 3 members are absent
  - o   A quorum has been established

3. Changes/Additions to the Meeting Agenda:
- No changes or additions were made to the agenda. M/S/C to approve the agenda (M- Moebes, Second- Severt, Approved)

4. Secretary's Report:
- None

5. Committee Reports:
- None

6. Public Comment:
- None

7. Unfinished Business:
- None

8. New Business
- SSC Training video and overview
- Reviewed the Roles and Responsibilities of the SSC officers
- Nomination and election:
- Chairperson : M-Graham, Second Ghimenti, Approved: Jennifer Moebes
- Vice-chairperson: M-Severt, Second-Roisenzvit, Approved: Nicki Ghimenti
- Secretary: M-Graham, Second-Nickie Approved: Jorgelina Roisenzvit
- DacRep: M- Graham, Second-Severt, Approved: Jesse Farias
- DAC Alt.: Joy Isheim- M-Severt, Second-Ghimenti, Approved: Joy Isheim
- Reviewed in detail SPSA, programs, expenditures, ELA, Math,ELD, Culture, safety, tutoring, intervention, ST Math, social skills, emotional needs
- Parent input: Joy Isheim inquired about ST Math: 3-6 interest drops, it is hard to use at home-
- Graham: We are looking at other programs for next year, upper grades are using the fluency piece more and exploring Prodigy

- Teacher input: Library Books- lower and higher levels needed, and class sets of chapter books- in the site plan, supplies for small group- centers, manipulatives, Classroom Stem materials, materials and supplies to support social emotional needs

- Title1 parent input: continue tutoring/ They like the change to 4 blocks throughout the year instead of all year. They gave input on Parent Ed meetings.

- **Motion to approve SPSA- Severt, Second Ghimenti, Approved – 7-0**

- **Safety Plan discussed: Severt and Moebes stated that this is the most prepared that they have ever felt. Graham: full staff training was in Aug. Modules will be every other month, revisit full plan in January, with SO training in Feb. next training will involve teachers reporting to their spots on campus.**

- **Joy Isheim stated that as a parent this also the safest she and the community has felt, with our drop off, pick up procedures, and structured Safety plan**

- **Jorgelina stated that as a parent – we should advise them of basic procedures in case of an emergency: like pick up location, bring ID…**

- **We will add a basic procedure list to our weekly newsletter, website, and on a card to send home (wallet size)**

- **Safety Plan Motion to approve: Nickie, Second: Jorgelina Approved 7-0**

- **Future meeting dates discussed: next dates: 10/19, 2/8, and 5/3**

-

9. Evaluation & Adjournment:
- The Liddell SSC meeting was adjourned by Charlene Graham at 4:50 pm

Respectfully submitted,

Charlene Graham
Acting SSC Secretary
09/12/2017

Liddell SSC 1st Quarter   09/12/2017   Sign in sheet

	Parent/Guardian	Present		Staff		Present
1	Joy Isheim	d.l.	1	Jen Moebes	Teacher	Jen Moebes
2	Cyndi Bauer		2	Lori Severt	Teacher	
3	Jesse Farias		3	Sandy Gaither	Teacher	
4	Cindy Harper	CH	4	Jenna Hillhouse Nicole	Other	
5	Jorgelina Roisenzvit		5	Charlene Graham	Principal	

Guests: Mr. Coronado

Ruben Coronado

Elected:

Chairperson: Jennifer Moebes

Vice-Chairperson: ~~Lori Severt~~ Nicki Ghimati

Secretary: Jorgelina Roisenzvit

DAC: Jesse Farias

Alt. DAC: Joy Isheim

1ˢᵗ Quarter Meeting

Date of Posting: 09/08/2017   **Meeting Date: 09/12/2017**

Location: Library

Starting Time: 4:00   **Ending Time: 5:00**

Outcomes: Participants will be able to:
- **Recognize the importance of CUSD Guiding Principles**
- **Explain the purpose of SSC, roles and responsibilities of the SSC members**
- **Elect officers and District Advisory Committee (DAC) representative**
- **Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning**
- **Discuss and begin to analyze school's academic instructional program**
- **Determine future meeting dates, times and training schedules**

Representatives & Staff: SSC members: Joy Isheim, Cyndi Bauer, Jesse Farias, Cindy Harper, Jorgelina Roisenzvit, Lori Severt, Jennifer Moebes, Sandy Gaither, Nicole Ghimenti, Charlene Graham
All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	None	Principal	
Report of Officers, Standing & Special Committees	None		
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Principal	10 minutes
Unfinished Business	None		

8/16/2017

New Business
    a. SSC Training
        ● Video
	Information	Principal until chairperson is elected	15 minutes

b. Review the purpose of the SSC	Information & discussion.		
c. Review the duties of SSC members.	Information & discussion.		

d. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers:
        o Chairperson
        o Vice-chairperson
        o Secretary
        o DAC representative
        o DAC alternate
	Nomination and elect officers		

e. Review and approve SPSA	Approval		
f. Discuss district/site parent education opportunities	Information Information		
g. Safety Plan	Approval		
h. Discuss future meeting dates, training, and agenda items.	Information Information		
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Principal	1 minute

List of handouts: e.g. Guiding Principles, by-laws, SPSA goals, Current year Site Parent Involvement Policy & compact.

Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.

8/16/2017

Liddell Elementary
English Learner Advisory Committee (ELAC) Meeting
1st Quarter

Date of Posting: ~~08/30/17~~ 09/14/17   Meeting Date: ~~09/06/17~~ 09/22/17

Location: Liddell Library

Starting Time: 8:00 a.m.   Ending Time: 8:30 a.m.

Outcomes: Participants will be able to:
- Explain the purpose of ELAC
- Explain the roles and responsibilities of the ELAC members
- Elect officers and DELAC representative
- Discuss meeting dates and times
- Receive information on by-laws, accountability measures, school goals for English learners, LEAP/LCAP, Site Parent Involvement Policy, & Parent Education Opportunities

Representatives & Staff: ELAC members. All staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Watterson, GIA	2 minutes
Roll Call—establish quorum	None	Watterson, GIA	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Watterson, GIA	1 minute
Secretary's Report	None	Watterson, GIA	0 minutes
Report of Officers, Standing & Special Committees	None	Watterson, GIA	0 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting.	Watterson, GIA	10 minutes
Unfinished Business	None	Watterson, GIA	0 minutes

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
New Business			
a. Review the purpose of the ELAC.	Advise principal and school staff on the programs/services provided to English Learners, Advise the School Site Council on the development of the school plan, assist with school's needs assessment & annual language census, assist with school efforts to make parents aware of the importance of regular school attendance, elect a DELAC representative		
b. Review the duties of ELAC members.			
c. Review the roles and responsibilities of ELAC officers. Welcome back last year's officers. *Chairperson *Vice-chairperson *Secretary *DELAC representative (ELECT?) *DELAC alternate	c. Introduce: Chair-Sukjit Dosanjh, Vice Chair- Viridiana Dominguez, Secretary- Kim Rodgers DELAC Reps Discussion, nomination and election of officers (if necessary. *DELAC Training 10/6, 9-10		
d. By-laws-initial review			
e. Progress reports-SBAC, AMAOs	Grew 7% both areas, anything over 5%. DO 1% ELA, 2% Math		
f. EL program entrance & exit criteria	TBD		
g. CELDT review & student goal setting	Initials only		
h. Site program for ELD & access to core (program design)	Wonders curriculum		
i. Advise on site plan EL goals	Same as last year w/ Interventions, Input?		
j. Parent Involvement Policy/Compact current year			
k. District Parent Education Opportunities	various fliers		
l. 15% rule (if applicable)			
m. Site: safety			
n. Birdevinder Dhillon	Community Liaison		
o. Site items	Parent teacher conferences week of 10/23, early releases, Red Ribbon week, STEM night		
p. Future meeting dates.	All start at 8:00 a.m. 10/25/17, 01/31/18, 04/18/18		

ELAC
Liddell Elementary

Date: _____

Please sign in

Name	Parent/Guardian of:
Debbie Aquino	Translator
Kim Rodgers	Teacher, ELAC Secretary
Amarjit kaur	Channprit K Bahia Aemaansingh, Rujty Bahia
Sukjit Dosanjh	Sada Bains Khem Bains
Andria watterson	GIA
Viridiana Dominguez	Matthew + Derrick Rodriguez
Anita Rani	Ekamjot Kaur
Jagdino Roisun	Valiha Flaes
Liliana Aguilera	Javier Avalos
Samvel Minasyan	Natali Minasyan
Suhair Qhairwi	Yazan, Yahya Awimer

JOSEPH LUNA | SASHA + SAYRA LUNA

Jindpal Singh | Ravinder Kaur

Taguhi Kovalenko | Esther, Sara Kovalenko

Rasha Ayesh | Rasha Ayah

Rajneet Kaur | Harpreet Kaur

manwa

Safa Al-Howaid

Gurwinder Kaur

16 parents
3 staff

Liddell Elementary ENGLISH LEARNER ADVISORY COMMITTEE
ELAC Minutes for 09/22/17

Total Number of ELAC Members:
__3__ ELAC parents/guardians of English learners
__0__ ELAC parents/guardians of other students
__2__ School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:
__16__ ELAC parents/guardians of English learners
__0__ ELAC parents/guardians of other students
___3_ School staff

A quorum of 3 members must be present in order to conduct business. The number of committee members in attendance is 19:

    X Has been met
    ☐ Has not been met

DATE(S)	Legal Requirement/Training Topics (By the end of the year, all topics must be addressed)
9/22/17	Advising the school site council (SSC) on the development of the Single School Plan for Student Achievement. (*EC* 64001[a]) Advising the School site council on the school's program, goals, and objectives for EL programs/services.
9/22/17	Advising the principal and staff on the school's program for English learners. (*EC* 62002.5, 52176[c])
	Assisting in the development of the school's needs assessment. Conducting of a district-wide needs assessment on a school-by-school basis. (*5 CCR* 11308[c][1])
	Advising the school on the administration of annual language census. (*5 CCR* 11308[c][5])
	Advising the school on practices to make parents/guardians aware of the importance of regular school attendance.
9/22/17	Elect at least one member to the DELAC or has participated in a proportionate regional representation scheme when there are 31 or more English learner parent advisory committees in the district. (*5 CCR* 11308[b])
9/22/17	ELAC training and training materials, planned in full consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities. (*EC* 11308[d])
	Training on district's Uniform Complaint Procedures, including William's requirements.

This first page is the cover page for the minutes.

1. Call the Meeting to Order:
The meeting was called to order at (time) _8:00_ by (Mrs. Watterson)

A quorum of the members was present. The GIA welcomed all ELAC representatives as well as (see attached)

2. Changes/Additions to the Meeting Agenda:
None

3. Secretary's Report:
None

4. Committee Reports:
None

5. Public Comments:
No members of the public addressed the committee.

6. Unfinished Business:
None

7. New Business
None

8. Evaluation:
We need a bigger room for meeting.
The safety information was good.

9. Adjournment

Respectfully submitted,

Kim Rodgers

ELAC Secretary
Date Submitted: 09/22/17

(NOTE: Copies of all distributed materials should be attached to the secretary's official minutes. These minutes should be maintained for three years.)

4

9/22/17

Date: ~~9/6/17~~

Secretary: Kim Rodgers

Members Present:
- Debbie Aquino, Kim Rodgers, Amarjit Kaur, Sukjit, Andria Waterson, Viridiana Dominguez, Anita Rau, Jorge, Liljana Aguilera, Samuel Minasyan
- Went over purpose of ELAC / Rules & responsibility
- Elect DLAC representative - Jorgelina Elected - Roisenzvit
- Reviewed bylaws
- 82 EL - 11% of population
- State Testing ↑ 7%
- EL entrance criteria CEDIT test → determines EL services
- New test ALPAC
- Review EL Wonders - 30 min
- Reviewed EL goals & fund allot.
- Recommendation on $$ - ?? no comments
- Review Title I Parent Involvement Policy
- Parent Education - Wed. Oct 4th - Tablet Meeting
- Lexia not able to be accessed → Home (parent comment)
  w/ Tablets at home (parent comment)
- Parent Safety Reviewed - Safety Drills - Evac. spots
- Parent Comment - Kids running to cars - teachers not paying attention
  need to use crosswalk
- Barrinder Dhillon - Community Liason
- ~~Using~~ Site - PT Conferences - Elec. Sign up - (Parent comment)
  Parent conferences All - Do all parents need to come

Conferences-
Translators can be arranged
- Red Ribbon Week — Dress Up
- Family STEM Night — Oct. 12
- Future Meeting Dates — 10/25, 1/31, 4/18
  @ 8 am

- Passed Out Survey
- Meeting Adjourned — 8:30

Budget By Expenditures

Norman Liddell Elementary School

Funding Source: LCFF   **$36,790.95 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Library Books con'd	4000-4999: Books And Supplies	$4,000.00	English Language Arts	Implement a systematic program for creating reading success:Increase number of library books of interest to students to increase reading comprehension and fluencyActivities to promote increased amount of time reading and to foster the love of readingTutoring- teacher led with IA support and small group instructionTutoring materials and supplies for small group instructionTier 2 & 3 pull out books, materials, suppliesImplement use of student technology and classroom technology to build literacy skills and 21st century skills
Activities/Supplies/materials	4000-4999: Books And Supplies	$500.00	English Language Arts	Implement a systematic program for creating reading success:Increase number of library books of interest to students to increase reading comprehension and fluencyActivities to promote increased amount of time reading and to foster the love of readingTutoring- teacher led with IA support and small group instructionTutoring materials and supplies for small group instructionTier 2 & 3 pull out books, materials, suppliesImplement use of student technology and classroom technology to build literacy skills and 21st century skills
Replacement Technology, Replace laptops, technology that supports student learning	5000-5999: Services And Other Operating Expenditures	$4,000.00	English Language Arts	Implement a systematic program for creating reading success:Increase number of library books of interest to students to increase reading comprehension and fluencyActivities to promote increased amount of time reading and to foster the love of readingTutoring- teacher led with IA support and small group instructionTutoring materials and supplies for small group instructionTier 2 & 3 pull out books, materials, suppliesImplement use of student technology and classroom technology to build literacy skills and 21st century skills

Norman Liddell Elementary School

Activities/ supplies/ materials	4000-4999: Books And Supplies	$900.00	Mathematics	Implement first best instruction in Mathematics (Tier 1) Activities to promote increased math fact fluency and to foster the love of mathematicsMaterials, supplies, stem activities, and technology to foster critical thinking, collaboration, and creativity in the classroom school wideImplement use of student technology and classroom technology to build literacy skills and 21st century skills
In class stem/math/science activities/supplies that support student learning and collaboration	4000-4999: Books And Supplies	$3,500.00	Mathematics	Implement first best instruction in Mathematics (Tier 1) Activities to promote increased math fact fluency and to foster the love of mathematicsMaterials, supplies, stem activities, and technology to foster critical thinking, collaboration, and creativity in the classroom school wideImplement use of student technology and classroom technology to build literacy skills and 21st century skills
Replacement Technology, replace technology that supports student learning	5000-5999: Services And Other Operating Expenditures	$6,996.00	Mathematics	Implement first best instruction in Mathematics (Tier 1) Activities to promote increased math fact fluency and to foster the love of mathematicsMaterials, supplies, stem activities, and technology to foster critical thinking, collaboration, and creativity in the classroom school wideImplement use of student technology and classroom technology to build literacy skills and 21st century skills
EL parent involvement activities/student recognition	4000-4999: Books And Supplies	$200.00	English Language Development	EL parent involvement/education activities to support student learningRecognition for EL learner: growth and reclassificationTranslators for parent conferences, parent involvement activities, site meetings, communication, student recognition
Interpreters for EL Parent Communications, conferences, and EL parent involvement, student recognition	2000-2999: Classified Personnel Salaries	$250.00	English Language Development	EL parent involvement/education activities to support student learningRecognition for EL learner: growth and reclassificationTranslators for parent conferences, parent involvement activities, site meetings, communication, student recognition
Subs for ELPAC assessment	1000-1999: Certificated Personnel Salaries	$600.00	English Language Development	EL parent involvement/education activities to support student learningRecognition for EL learner: growth and reclassificationTranslators for parent conferences, parent involvement activities, site meetings, communication, student recognition
Materials/Supplies or Activities	4000-4999: Books And Supplies	$2,000.00	School Culture	Provide opportunities for students to participate in activities which foster a connection to school supported by transportation, supplies, and other activities. Attendance recognitionActivities to foster unity, inclusion, and diversity.

Norman Liddell Elementary School

Substitutes for PD/Healthy schools implementation	1000-1999: Certificated Personnel Salaries	$250.00	School Culture	Implement Healthy Schools ProgramFully implement Positive Behavior Intervention Support programs, infused with Character Counts, to support student behavior and social/emotional needs and to foster a positive and safe school climate.Measure on-going growth and identify needs by collecting and analyzing data at PLCs (academic) and at PBIS team meetings (behavioral and social/emotional) .
Instructional Aide Salary to support alternative recess and alternative play	2000-2999: Classified Personnel Salaries	$8,907.00	School Culture	Implement Healthy Schools ProgramFully implement Positive Behavior Intervention Support programs, infused with Character Counts, to support student behavior and social/emotional needs and to foster a positive and safe school climate.Measure on-going growth and identify needs by collecting and analyzing data at PLCs (academic) and at PBIS team meetings (behavioral and social/emotional) .
Substitutes for PBIS/Character Education implementation	1000-1999: Certificated Personnel Salaries	$500.00	School Culture	Implement Healthy Schools ProgramFully implement Positive Behavior Intervention Support programs, infused with Character Counts, to support student behavior and social/emotional needs and to foster a positive and safe school climate.Measure on-going growth and identify needs by collecting and analyzing data at PLCs (academic) and at PBIS team meetings (behavioral and social/emotional) .
Materials and supplies to support PBIS/Character Counts/Healthy Schools/Safe Schools	4000-4999: Books And Supplies	$2,000.00	School Culture	Implement Healthy Schools ProgramFully implement Positive Behavior Intervention Support programs, infused with Character Counts, to support student behavior and social/emotional needs and to foster a positive and safe school climate.Measure on-going growth and identify needs by collecting and analyzing data at PLCs (academic) and at PBIS team meetings (behavioral and social/emotional) .
SWISS	5000-5999: Services And Other Operating Expenditures	$500.00	School Culture	Implement Healthy Schools ProgramFully implement Positive Behavior Intervention Support programs, infused with Character Counts, to support student behavior and social/emotional needs and to foster a positive and safe school climate.Measure on-going growth and identify needs by collecting and analyzing data at PLCs (academic) and at PBIS team meetings (behavioral and social/emotional) .
Materials and supplies to support student social/emotional needs	4000-4999: Books And Supplies	$1,687.95	School Culture	Implement Healthy Schools ProgramFully implement Positive Behavior Intervention Support programs, infused with Character Counts, to support student behavior and social/emotional needs and to foster a positive and safe school climate.Measure on-going growth and identify needs by collecting and analyzing data at PLCs (academic) and at PBIS team meetings (behavioral and social/emotional) .

Norman Liddell Elementary School

LCFF Total Expenditures:	$36,790.95	
LCFF Allocation Balance:	$0.00	

Funding Source: LCFF-SLIP $1,346.15 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Library Books	4000-4999: Books And Supplies	$1,346.15	English Language Arts	Implement a systematic program for creating reading success:Increase number of library books of interest to students to increase reading comprehension and fluencyActivities to promote increased amount of time reading and to foster the love of readingTutoring- teacher led with IA support and small group instructionTutoring materials and supplies for small group instructionTier 2 & 3 pull out books, materials, suppliesImplement use of student technology and classroom technology to build literacy skills and 21st century skills

LCFF-SLIP Total Expenditures:	$1,346.15	
LCFF-SLIP Allocation Balance:	$0.00	

Funding Source: Title I Part A: Allocation $124,995.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent education/engagement con'd	5800: Professional/Consulting Services And Operating Expenditures	$1,000.00		Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum/Stem activites being used in the classroom- provide strategies for parents to be used with assisting students academically and socially- building a strong relationship between parents and school personnel-child care and translationFamily Stem Nights, parent education series, Bytes and Bites (common sense/social media education for parents)

Norman Liddell Elementary School

Supplies for Parent Engagement/Education Activities/Family Stem Nights	4000-4999: Books And Supplies	$500.00		Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum/Stem activites being used in the classroom- provide strategies for parents to be used with assisting students academically and socially- building a strong relationship between parents and school personnel-child care and translationFamily Stem Nights, parent education series, Bytes and Bites (common sense/social media education for parents)
Professional Development	5000-5999: Services And Other Operating Expenditures	$1,000.00	English Language Development	Build Adult Capacity in ELD strategies, reading, writing, academic vocabulary, and EL standards to prevent TAS EL studentsPD provided to staff to effectively use ELD strategies, and to build reading and writing skills across disciplines to support TAS EL studentsSpecific and strategic Instructional Coach support in ELD strategies, and building reading and writing skills through collaboration, PLC, co planning, co teaching, modeling, and instructional feedbackCampus wide walk throughs to assess and address effective use of instructional practices teaching Drop in observations with specific instructional feedback
Professional Development materials and supplies	4000-4999: Books And Supplies	$500.00	English Language Development	Build Adult Capacity in ELD strategies, reading, writing, academic vocabulary, and EL standards to prevent TAS EL studentsPD provided to staff to effectively use ELD strategies, and to build reading and writing skills across disciplines to support TAS EL studentsSpecific and strategic Instructional Coach support in ELD strategies, and building reading and writing skills through collaboration, PLC, co planning, co teaching, modeling, and instructional feedbackCampus wide walk throughs to assess and address effective use of instructional practices teaching Drop in observations with specific instructional feedback

Norman Liddell Elementary School

Substitute Salaries for Professional Development, peer observations, coaching, planning , data analysis	1000-1999: Certificated Personnel Salaries	$3,900.00	Mathematics	Professional development, to build adult capacity in Math CCSS, Tier 2 & 3 supports, 21st Century skills, academic vocabulary, and fact fluency to support TAS students.Professional development provided to staff to effectively use technology for student learning and to build literacy skills.Tech training menu for staff development in relation to staff needCampus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction)Drop in observations with specific instructional feedbackTo prevent at risk students in mathematics, specific and strategic Instructional Coach support in Tier 1 best first teaching though collaboration, PLC, co planning, co teaching, modeling, data analysis and instructional feedback
Professional Development conference and workshop fees	5800: Professional/Consulting Services And Operating Expenditures	$2,000.00	Mathematics	Professional development, to build adult capacity in Math CCSS, Tier 2 & 3 supports, 21st Century skills, academic vocabulary, and fact fluency to support TAS students.Professional development provided to staff to effectively use technology for student learning and to build literacy skills.Tech training menu for staff development in relation to staff needCampus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction)Drop in observations with specific instructional feedbackTo prevent at risk students in mathematics, specific and strategic Instructional Coach support in Tier 1 best first teaching though collaboration, PLC, co planning, co teaching, modeling, data analysis and instructional feedback
ELD/Title1 Intervention pull out support for TAS EL students	1000-1999: Certificated Personnel Salaries	$18,694.71	English Language Development	Implement first best instruction for all ELA content and ELD standards, guided reading,dedicated ELD block, SDAIE and integrated EL strategies to prevent at risk EL studentsIn class, small group instruction,guided reading, differentiated instruction for at risk students EL and LTELSReading/writing pull out intervention block for Tier 2 & 3 El students and LTELS by a credentialed teacherMaterials and supplies for Tier 2 & 3 interventions
Books, materials, supplies to support small group instruction	4000-4999: Books And Supplies	$643.65	English Language Development	Implement first best instruction for all ELA content and ELD standards, guided reading,dedicated ELD block, SDAIE and integrated EL strategies to prevent at risk EL studentsIn class, small group instruction,guided reading, differentiated instruction for at risk students EL and LTELSReading/writing pull out intervention block for Tier 2 & 3 El students and LTELS by a credentialed teacherMaterials and supplies for Tier 2 & 3 interventions

Norman Liddell Elementary School

Conferences/Training expenses/Professional Dev	5000-5999: Services And Other Operating Expenditures	$2,700.00	English Language Arts	Professional development to build adult capacity of CCSS, Tier 2 & 3 instruction, reading,writing, listening comprehension instruction, and guided readingProfessional development provided to staff to effectively use technology for student learning and to build literacy skills for TAS studentsTech training menu for staff development in relation to staff needCampus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction)Drop in observations with specific instructional feedbackTo prevent at risk readers, specific and strategic Instructional Coach support in Tier 1 best first teaching though collaboration, PLC, co planning, co teaching, modeling, analyzing data, and instructional feedback
Teacher Release Time (Substitutes) for Professional Development opportunities	1000-1999: Certificated Personnel Salaries	$2,000.00	English Language Arts	Professional development to build adult capacity of CCSS, Tier 2 & 3 instruction, reading,writing, listening comprehension instruction, and guided readingProfessional development provided to staff to effectively use technology for student learning and to build literacy skills for TAS studentsTech training menu for staff development in relation to staff needCampus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction)Drop in observations with specific instructional feedbackTo prevent at risk readers, specific and strategic Instructional Coach support in Tier 1 best first teaching though collaboration, PLC, co planning, co teaching, modeling, analyzing data, and instructional feedback
Professional Development materials and supplies	4000-4999: Books And Supplies	$350.00	English Language Arts	Professional development to build adult capacity of CCSS, Tier 2 & 3 instruction, reading,writing, listening comprehension instruction, and guided readingProfessional development provided to staff to effectively use technology for student learning and to build literacy skills for TAS studentsTech training menu for staff development in relation to staff needCampus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction)Drop in observations with specific instructional feedbackTo prevent at risk readers, specific and strategic Instructional Coach support in Tier 1 best first teaching though collaboration, PLC, co planning, co teaching, modeling, analyzing data, and instructional feedback

Norman Liddell Elementary School

TK-2 PD subs for F&P,analyzing data with ISC and applying to AR guided reading groups (1 day/2x/13 teachers)	1000-1999: Certificated Personnel Salaries	$3,900.00	English Language Arts	Professional development to build adult capacity of CCSS, Tier 2 & 3 instruction, reading,writing, listening comprehension instruction, and guided readingProfessional development provided to staff to effectively use technology for student learning and to build literacy skills for TAS studentsTech training menu for staff development in relation to staff needCampus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction)Drop in observations with specific instructional feedbackTo prevent at risk readers, specific and strategic Instructional Coach support in Tier 1 best first teaching though collaboration, PLC, co planning, co teaching, modeling, analyzing data, and instructional feedback
ST MATH/Fluency	5800: Professional/Consulting Services And Operating Expenditures	$2,626.00	Mathematics	PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Materials, supplies, technology based programs, books, and math manipulatives for small group instruction for Tier 2 & 3Tutoring for at risk students (TAS), small groupSmall group instruction, reteaching, Tier 2 &3 support
Math materials.supplies, and manipulatives for small group instruction for TAS students	4000-4999: Books And Supplies	$500.00	Mathematics	PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Materials, supplies, technology based programs, books, and math manipulatives for small group instruction for Tier 2 & 3Tutoring for at risk students (TAS), small groupSmall group instruction, reteaching, Tier 2 &3 support
Tutoring support limited to TAS students	2000-2999: Classified Personnel Salaries	$1,008.00	Mathematics	PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Materials, supplies, technology based programs, books, and math manipulatives for small group instruction for Tier 2 & 3Tutoring for at risk students (TAS), small groupSmall group instruction, reteaching, Tier 2 &3 support
Tutoring- teacher limited to TAS students	1000-1999: Certificated Personnel Salaries	$4,500.00	Mathematics	PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Materials, supplies, technology based programs, books, and math manipulatives for small group instruction for Tier 2 & 3Tutoring for at risk students (TAS), small groupSmall group instruction, reteaching, Tier 2 &3 support
Materials, supplies tutoring limited to TAS students	4000-4999: Books And Supplies	$500.00	Mathematics	PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Materials, supplies, technology based programs, books, and math manipulatives for small group instruction for Tier 2 & 3Tutoring for at risk students (TAS), small groupSmall group instruction, reteaching, Tier 2 &3 support

Classified support to assist at risk students (guided reading, small group instructions, teacher support)	2000-2999: Classified Personnel Salaries	$19,525.32	Mathematics	PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Materials, supplies, technology based programs, books, and math manipulatives for small group instruction for Tier 2 & 3Tutoring for at risk students (TAS), small groupSmall group instruction, reteaching, Tier 2 &3 support
Intervention Instructional Aide for Tier 2 & 3 push in/pull out support for TAS students	2000-2999: Classified Personnel Salaries	$5,517.00	Mathematics	PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Materials, supplies, technology based programs, books, and math manipulatives for small group instruction for Tier 2 & 3Tutoring for at risk students (TAS), small groupSmall group instruction, reteaching, Tier 2 &3 support
Half day subs for SST coordinator to gather and analyze data, monitor student progress, make parent contact, and to facilitate meetings to support Tier 2 & 3 TAS students	1000-1999: Certificated Personnel Salaries	$750.00	Mathematics	PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Materials, supplies, technology based programs, books, and math manipulatives for small group instruction for Tier 2 & 3Tutoring for at risk students (TAS), small groupSmall group instruction, reteaching, Tier 2 &3 support
BrainPop	5000-5999: Services And Other Operating Expenditures	$1,508.00	Mathematics	Implement first best instruction in Mathematics (Tier 1) Activities to promote increased math fact fluency and to foster the love of mathematicsMaterials, supplies, stem activities, and technology to foster critical thinking, collaboration, and creativity in the classroom school wideImplement use of student technology and classroom technology to build literacy skills and 21st century skills
Tutoring- Teacher limited to TAS students	1000-1999: Certificated Personnel Salaries	$4,500.00	English Language Arts	Implement a systematic program for creating reading success:Increase number of library books of interest to students to increase reading comprehension and fluencyActivities to promote increased amount of time reading and to foster the love of readingTutoring- teacher led with IA support and small group instructionTutoring materials and supplies for small group instructionTier 2 & 3 pull out books, materials, suppliesImplement use of student technology and classroom technology to build literacy skills and 21st century skills

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Tutoring support- limited to TAS students	2000-2999: Classified Personnel Salaries	$1,080.00	English Language Arts	Implement a systematic program for creating reading success:Increase number of library books of interest to students to increase reading comprehension and fluencyActivities to promote increased amount of time reading and to foster the love of readingTutoring- teacher led with IA support and small group instructionTutoring materials and supplies for small group instructionTier 2 & 3 pull out books, materials, suppliesImplement use of student technology and classroom technology to build literacy skills and 21st century skills
Materials and Supplies for tutoring -limited to TAS students	4000-4999: Books And Supplies	$500.00	English Language Arts	Implement a systematic program for creating reading success:Increase number of library books of interest to students to increase reading comprehension and fluencyActivities to promote increased amount of time reading and to foster the love of readingTutoring- teacher led with IA support and small group instructionTutoring materials and supplies for small group instructionTier 2 & 3 pull out books, materials, suppliesImplement use of student technology and classroom technology to build literacy skills and 21st century skills
Reading Intervention support / small group	5800: Professional/Consulting Services And Operating Expenditures	$8,500.00	English Language Arts	Best first instruction in reading, writing. and listening comprehension (Tier 1) to prevent at risk readers.PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Tier 2 & 3 Re teaching, small group instruction, and differentiated instruction in classroom by teacherStudents will be provided opportunities for Tier 2 & Tier 3 push in & pull out reading intervention support in literacy
Materials and supplies for small group instruction/support for TAS students	4000-4999: Books And Supplies	$4,800.00	English Language Arts	Best first instruction in reading, writing. and listening comprehension (Tier 1) to prevent at risk readers.PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Tier 2 & 3 Re teaching, small group instruction, and differentiated instruction in classroom by teacherStudents will be provided opportunities for Tier 2 & Tier 3 push in & pull out reading intervention support in literacy

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Classified support to assist at risk students (guided reading, small group instructions, teacher support)	2000-2999: Classified Personnel Salaries	$19,525.32	English Language Arts	Best first instruction in reading, writing. and listening comprehension (Tier 1) to prevent at risk readers.PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Tier 2 & 3 Re teaching, small group instruction, and differentiated instruction in classroom by teacherStudents will be provided opportunities for Tier 2 & Tier 3 push in & pull out reading intervention support in literacy
Additional leveled readers for small group instruction, intervention	4000-4999: Books And Supplies	$3,200.00	English Language Arts	Best first instruction in reading, writing. and listening comprehension (Tier 1) to prevent at risk readers.PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Tier 2 & 3 Re teaching, small group instruction, and differentiated instruction in classroom by teacherStudents will be provided opportunities for Tier 2 & Tier 3 push in & pull out reading intervention support in literacy
TK/K ELA materials and supplies for small group instruction for TAS students	4000-4999: Books And Supplies	$3,000.00	English Language Arts	Best first instruction in reading, writing. and listening comprehension (Tier 1) to prevent at risk readers.PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Tier 2 & 3 Re teaching, small group instruction, and differentiated instruction in classroom by teacherStudents will be provided opportunities for Tier 2 & Tier 3 push in & pull out reading intervention support in literacy
Half day subs for SST coordinator to gather and analyze data, monitor student progress, make parent contact, and to facilitate meetings to support Tier 2 & 3 TAS students	1000-1999: Certificated Personnel Salaries	$750.00	English Language Arts	Best first instruction in reading, writing. and listening comprehension (Tier 1) to prevent at risk readers.PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Tier 2 & 3 Re teaching, small group instruction, and differentiated instruction in classroom by teacherStudents will be provided opportunities for Tier 2 & Tier 3 push in & pull out reading intervention support in literacy
Intervention Instructional Aide for Tier 2 & 3 push in/pull out reading support for TAS students	2000-2999: Classified Personnel Salaries	$5,517.00	English Language Arts	Best first instruction in reading, writing. and listening comprehension (Tier 1) to prevent at risk readers.PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.Tier 2 & 3 Re teaching, small group instruction, and differentiated instruction in classroom by teacherStudents will be provided opportunities for Tier 2 & Tier 3 push in & pull out reading intervention support in literacy

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Title I Part A: Allocation Total Expenditures:	$124,995.00	
Title I Part A: Allocation Allocation Balance:	$0.00	

Funding Source: Title l Parent Involvement **$1,187.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Education/engagement	5800: Professional/Consulting Services And Operating Expenditures	$1,187.00		Implement parent education opportunities during the school year for the purpose of providing appropriate learning opportunities:- engaging parents with the curriculum/Stem activites being used in the classroom- provide strategies for parents to be used with assisting students academically and socially- building a strong relationship between parents and school personnel-child care and translationFamily Stem Nights, parent education series, Bytes and Bites (common sense/social media education for parents)

Title l Parent Involvement Total Expenditures:	$1,187.00	
Title l Parent Involvement Allocation Balance:	$0.00	
Norman Liddell Elementary School Total Expenditures:	$164,319.10	