

## 2017 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**


Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).


### **School Contact Information (School Year 2017-18)**

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Norman Liddell Elementary School
Street	5455 W. Alluvial
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 276-3176
Principal	Charlene Graham
E-mail Address	cgraham1@centralusd.k12.ca.us
School Website	li.centralunified.org
CDS Code	10-73965-6115521
School Logo	<div><p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p></div>

### District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	<div></div> <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p>

### District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

## District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
<b>Superintendent</b>	Mr. Mark G. Sutton
<b>Administrator 1</b>	
<b>Administrator 2</b>	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
<b>Administrator 3</b>	Mrs. Ketti Davis Assistant Superintendent, Professional Development
<b>Administrator 4</b>	Mr. Jack Kelejian Assistant Superintendent, Human Resources
<b>Administrator 5</b>	Mrs. Andrea Valadez Administrator, Special Education & Support Service
<b>Administrator 6</b>	Mr. Paul Birrell Director, 7-12 & Adult Education
<b>Administrator 7</b>	Dr. Tami Boatright Director, K-8 Education
<b>Administrator 8</b>	
<b>Administrator 9</b>	
<b>Administrator 10</b>	
<b>Administrator 11</b>	
<b>Administrator 12</b>	
<b>Administrator 13</b>	

### School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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Norman Liddell Elementary School is currently the fifth newest K-6 school in Central Unified School District. Liddell serves approximately 700 students. It is located within the northwest city limits of Fresno. Liddell Elementary School has an attendance area of approximately 1 square mile and lies mainly in a suburban setting. Student attendance is stable. The Liddell Lions have a proud tradition of excellence. Our students, parents, staff, and community work collaboratively to provide an effective and efficient educational setting for students to thrive. A variety of exemplary curricular and co-curricular opportunities are available for Liddell students. The dedicated staff creates a positive learning environment that fosters a commitment to academic and emotional growth for our students.

The Liddell community of parents is highly involved in their child's education. This involvement includes volunteering in classes, fundraising, assistance at home with learning activities and being an advocate for their child's needs. The Liddell staff not only welcomes the parents in these roles but encourages the involvement. Parents are viewed by the teaching and administrative staff as valuable assets. Liddell Elementary School has an active Parent Faculty Club. They raise funds throughout the year to support various programs and needs at the school. During the 2016-17 school year they funded teacher grants, supported the school play, athletics, and 6th grade camp.

#### 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.

### Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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The outstanding support of Liddell parents has contributed to the school's many accomplishments. Students have enjoyed the benefits of a supportive school community. Parents have a variety of opportunities to be involved at Liddell School. Translation and child care services are provided.

- 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
- Parent Faculty Club (PFC)
- School Site Council
- English Learner Advisory Committee
- 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

Contact Person Name: Charlene Graham

Contact Person Phone Number: (559) 276-3176

### School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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The Liddell Emergency Response Plan was prepared in compliance with Central Unified School District Governing Board Policy and California Administrative Code, Title 5, California Education Section 560, which requires all public schools, kindergarten through community college, to have written emergency response plans which will be reviewed at least annually by the local governing board. This plan was developed and approved in cooperation with state, county, city, and district civil emergency response staff. Cooperation with these agencies is essential in times of an emergency. This plan is devoted to the welfare and safety of the students of Liddell Elementary School during school hours. It includes a procedure whereby the school could be used, under disaster conditions, as a community resource for the care of people. The major objectives of emergency response procedures are to save lives and protect property in the event of a disaster. This plan was developed with these objectives in mind. The plan was last revised in August, 2017 and reviewed with the School Site Council and ELAC. The staff last reviewed and practiced it in August 2017 and will review and practice it again in January 2018. Once a month during professional development, safety information will be discussed with staff. Quarterly, safety scenarios will be performed by staff during professional development. The School Site Council reviewed the plan in September, 2017. The plan includes staff assignments, contingency scenarios, drill guidelines and evacuation locations. Through the course of the year we practice lock down, earthquake, and fire drills. We have practice drills during class, recess, and Physical Education. Once a year a drill will include implementing Plan B, communication through radios and the use of Remind app.

An aspect of the school safety includes identifying areas of growth. As an example, we changed our red signs to orange to avoid confusion (due to our school color being red) and established a staff phone tree in case there is a substitute on site that is not trained on our plan. Our blacktop was recently replaced/repared to address major cracks in the blacktop that interfere with safe play on the basketball courts and presents a strong concern for injury during competitive play. Surveillance cameras have been installed at the site.

#### **School Facility Conditions and Planned Improvements (School Year 2017-18)**

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

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**Year and month of the most recent FIT report:** 06/13/2017

This section should be kept to 1-2 paragraphs.

Liddell sits on 10 acres and 58,101 square feet. It contains 35 classrooms at 33,884 sq ft, and 17 restrooms at 1,735 sq ft. The oldest main building was built in 1996. Liddell's janitorial staff consists of a day time custodian from 7:00 am-4:00 pm, and two night custodians from 3:30 pm-12:00 am. Students arrive at school through the front doors, and depart from these doors. Visitors are directed to check-in through the office. Visitors wear passes during their visit to Liddell School. Staff closely monitor students while they are on campus.

### School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Floor tile has hole. Ceiling has water stain.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Unsecured items are stored too high.
<b>Electrical:</b> Electrical		X		Light diffuser is missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Drinking fountain leak has been repaired.
<b>Safety:</b> Fire Safety, Hazardous Materials			X	Plug in air fresheners need to be removed. Fire extinguisher needs to be recharged
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		

### Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	31	27	26	649
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	2	2	22
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0



### Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	0
Counselor (Social/Behavioral or Career Development)	0.00	♦
Library Media Teacher (Librarian)	0.00	♦
Library Media Services Staff (paraprofessional)	1.00	♦
Psychologist	0.40	♦
Social Worker	0.00	♦
Nurse	0.40	♦
Speech/Language/Hearing Specialist	0.60	♦
Resource Specialist (non-teaching)	0.00	♦
Other	1.00	♦

♦ means data is not required. The fields are intentionally not provided.

### Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2017

This section should be kept to 1-2 paragraphs.

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Wonders, TK-6 Adopted 2016-2017  McGraw Hill Wonders, ELD Adopted 2016-17	Yes	0%
<b>Mathematics</b>	Pearson Envisions K-6 Adopted 2016-2017  Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17	Yes	0%
<b>Science</b>	Scott Foresman: Science California Adopted 2007-2008	Yes	0%
<b>History-Social Science</b>	Houghton-Mifflin Adopted 2006-2007	Yes	0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$4,402.16	\$8.32	\$4,393.83	\$74,794.63
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-37.8	7.6
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-22.6	0.8

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Local Control Funding Formula funding provides support and services for English Language Learners and at-risk students. Title 1 provides support for our TAS who are at risk.

- During the 2016-17 school year, funds were used to provide a certificated teacher to work in small groups with the English Learners and RFEF students who were performing below grade level standards and an IA to work with AR Title 1 students (TAS).
- Tutoring was provided during school sessions 2 days per week for students in first through 4th grades. Certificated Teachers provided intervention with IA support.

- Teachers were provided release time to plan for instruction, differentiation and assessment.
- Materials and supplies were provided over and above what was available through general school funding. These included: assessment kits, library books, art supplies, physical activity equipment, technology replacement equipment, technology supplies (ink, etc), service contracts for ST Math, Lexia, PBIS data collection and other materials as requested.

Gifted and Talented Education Program (GATE) provides challenging instruction to gifted and talented students to meet their advanced needs.

Summer school is available for at-risk students.

The Special Education Department provides additional funding for identified students according to their specific needs.

### Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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#### 2015-2016

1 grade level District Collaborative  
17 Site PD on Minimum days  
Math Practices  
EL strategies  
Tier 2 supports

#### 2016-2017

1- District Math inservice

17 Site PD on Minimum days

In addition to the time above, every effort is made to protect 120 - 210 minutes weekly of grade level planning where all grade level partners are available to collaborate. This is done by intentionally assigned yard duty before school as a grade level team and minimizing IEPs/SSTs/504s to 1 per week per grade level (provides a minimum of 120 minutes weekly) and also utilizes the time available on teacher controlled minimum days (90 minutes twice monthly minimum).

Weekly grade level PLCs ( 40 minutes per week)

Teachers have attended ELPD, EL Writing, Kagan, and Google conferences.

Based on a review of DATA from 2015-16, classroom observations and teacher surveys, staff development is

being focused on the following:

- implementation of Guided Reading in all K-2 classrooms and Tier 1 and 2 in class supports/strategies for grades 1-6.
- implementation of instructional strategies consistent with the intended outcomes embedded in the Common Core standards and 21 Century Learning outcomes,
- EL strategies

2017-2018

Teachers will also continue to train for the following:

- Effective strategies/(Tiers 1-3)
- English Learner Professional Development
- Math teaching strategies/reteaching, small group, PBL
- Academic Vocabulary
- Reading strategies and instructional organization/guided reading/small group instruction
- Technology usage
- PLC process w/data analysis, effective teaching strategies, data collection
- Learning Intentions/Success Criteria
- Effective Feedback
- VAPA, STEM lessons

Professional Development is being provided in the following formats:

- Site-based staff development sessions
- Coaching support for planning, modeling, co-teaching and observation with feedback
- County and District training for specific topics (ELPD, Math, ELA/ELD etc)
- Google summit/technology conferences/trainings

Following training, teachers are monitored by site administration and supported through coaching by the Instructional Support Coach and grade level partners.

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

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### Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	
<b>% of pupils completing a CTE program and earning a high school diploma</b> The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	