School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Norman Liddell Elementary School
Address	5455 W. Alluvial Fresno, CA 93722
County-District-School (CDS) Code	10-73965-6115521
Principal	Charlene Clark
District Name	Central Unified School District
SPSA Revision Date	10/09/2018
Schoolsite Council (SSC) Approval Date	10/9/2018
Local Board Approval Date	December 11, 2108

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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 50% students FRSL(Free/Reduced School Lunch)and 14% English Language Learners.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students, and other stakeholders including those representing all students is critical to process of writing a School Single Plan for Student Achievement (SPSA). Central USD and Liddell Elementary continue to focus on increasing parent involvement in the input process. Liddell reaches out to stakeholders by email, text messages, and letters home.   Meeting evaluation forms and parent input forms are made available and completed by parent advisory committee members during School Site Council, English Language Advisory Committee, and Title 1 parent meeting.
Stakeholders were informed of the input process for SPSA by email and meeting notices.
Stakeholder input sessions were:

Title 1 Parent Meeting 9/13/18
ELAC 9/27/18
SSC 9/27/18 & 10/9/18
PAC (Teacher Advisory) -10/5/2018

Childcare and interpretation was provided as requested by stakeholders. Overall trends in stakeholder feedback included:
Keep Intervention and tutoring: parents are seeing growth, Parent Night topics: Math and Social Media.
Liddell appreciates and takes seriously the input of all of our stakeholder groups as this information informs our goals and actions.
The SPSA includes, as a result of the stakeholder input sessions, the following: Increased Yard Duty for safety, increased Instructional Aide for strategic students, Field trips to connect students to school and increase life experiences, ST Math changed from TK-6 to TK-3, Parent Nights at Liddell instead of 3 different sites.
To meet the needs of all students, Liddell will move from Targeted Assisted Title 1 School to School Wide Title 1 School approved by SSC on 10/9/18.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	0.2%	0.28%	1	1	2
African American	9.7%	8.4%	9.07%	68	57	65
Asian	15.9%	18.4%	18.97%	111	124	136
Filipino	1.3%	1.3%	1.12%	9	9	8
Hispanic/Latino	35.8%	34.8%	35.98%	250	235	258
Pacific Islander	0.7%	0.6%	0.28%	5	4	2
White	33.8%	34.7%	32.64%	236	234	234
Multiple/No Response	2.6%	0.0%	0%	18	0	0
			Total Enrollment	698	675	717

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		118	132
Grade 1		95	101
Grade 2		101	102
Grade3		94	109
Grade 4		83	99
Grade 5		88	86
Grade 6		96	88
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		675	717

Conclusions based on this data:

1. We increased enrollment from 2016-17 to 2017-18.

2. Increased occurred in all student groups.

3. We had a high kindergarten enrollment, which included overflow students in the 2017-18 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	97	81		13.9%	12.0%	
Fluent English Proficient	38	53		5.4%	7.9%	
Reclassified Fluent English Proficient		16		0.0%	16.5%	

Conclusions based on this data:

1. Our number of EL students dropped from 2015-16 to 2016-17.

2. Our percent of RFEP students increased significantly from 2015-16 to 2016-17.

3. Our Fluent Eng. Proficient students increased from 2015-16 to 2016-17.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	99	108	83	99	105	83	99	105	97.6	100	97.2
Grade 4	89	85	102	85	82	100	85	82	100	95.5	96.5	98
Grade 5	96	90	84	94	87	81	94	87	81	97.9	96.7	96.4
Grade 6	101	95	87	97	95	85	97	95	85	96	100	97.7
All Grades	371	369	381	359	363	371	359	363	371	96.8	98.4	97.4

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2400.	2436.	2457.	19	26.26	40.95	16	27.27	19.05	30	21.21	25.71	35	25.25	14.29
Grade 4	2448.	2498.	2489.	22	34.15	34.00	21	31.71	23.00	15	14.63	20.00	41	19.51	23.00
Grade 5	2509.	2499.	2515.	22	18.39	23.46	33	33.33	35.80	17	16.09	17.28	28	32.18	23.46
Grade 6	2537.	2530.	2520.	16	12.63	8.24	38	38.95	40.00	32	26.32	27.06	13	22.11	24.71
All Grades	N/A	N/A	N/A	20	22.59	27.76	28	32.78	28.57	24	19.83	22.64	29	24.79	21.02

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	20.20	30.48	48	48.48	53.33	37	31.31	16.19
Grade 4	15	21.95	36.00	44	57.32	39.00	41	20.73	25.00
Grade 5	26	18.39	25.93	41	55.17	51.85	33	26.44	22.22
Grade 6	18	23.16	18.82	59	51.58	47.06	24	25.26	34.12
All Grades	18	20.94	28.30	48	52.89	47.71	33	26.17	23.99

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	36.36	34.29	49	39.39	54.29	36	24.24	11.43
Grade 4	16	39.02	30.00	47	40.24	46.00	36	20.73	24.00
Grade 5	36	25.29	37.04	41	48.28	44.44	22	26.44	18.52
Grade 6	21	17.89	14.12	58	54.74	55.29	22	27.37	30.59
All Grades	22	29.48	29.11	49	45.73	50.13	29	24.79	20.75

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	13	16.16	31.43	65	66.67	58.10	22	17.17	10.48
Grade 4	19	25.61	27.00	58	54.88	62.00	24	19.51	11.00
Grade 5	10	14.94	13.58	74	64.37	65.43	16	20.69	20.99
Grade 6	21	16.84	11.76	72	68.42	69.41	7	14.74	18.82
All Grades	16	18.18	21.83	68	63.91	63.34	17	17.91	14.82

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	18	27.27	35.24	49	49.49	48.57	33	23.23	16.19
Grade 4	33	45.12	33.00	41	43.90	48.00	26	10.98	19.00
Grade 5	38	31.03	35.80	48	41.38	43.21	14	27.59	20.99
Grade 6	35	28.42	23.53	56	53.68	57.65	9	17.89	18.82
All Grades	31	32.51	32.08	49	47.38	49.33	20	20.11	18.60

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
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	85	99	108	83	98	106	83	98	106	97.6	99	98.1
Grade 4	89	86	102	85	81	100	85	81	100	95.5	94.2	98
Grade 5	96	91	84	95	87	81	95	87	81	99	95.6	96.4
Grade 6	101	95	87	97	95	85	97	95	85	96	100	97.7
All Grades	371	371	381	360	361	372	360	361	372	97	97.3	97.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2403.	2432.	2457.	6	14.29	25.47	28	34.69	40.57	31	29.59	22.64	35	21.43	11.32
Grade 4	2464.	2502.	2489.	12	29.63	25.00	34	32.10	27.00	27	25.93	32.00	27	12.35	16.00
Grade 5	2490.	2485.	2503.	11	8.05	19.75	24	25.29	20.99	35	27.59	32.10	31	39.08	27.16
Grade 6	2531.	2535.	2514.	19	21.05	12.94	23	22.11	24.71	40	40.00	31.76	19	16.84	30.59
All Grades	N/A	N/A	N/A	12	18.01	21.24	27	28.53	29.03	34	31.02	29.30	28	22.44	20.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	29.59	44.34	39	42.86	40.57	49	27.55	15.09
Grade 4	29	43.21	39.00	32	33.33	35.00	39	23.46	26.00
Grade 5	21	16.09	23.46	42	40.23	39.51	37	43.68	37.04
Grade 6	22	24.21	20.00	46	47.37	34.12	32	28.42	45.88
All Grades	21	27.98	32.80	40	41.27	37.37	39	30.75	29.84

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	21.43	27.36	52	54.08	54.72	37	24.49	17.92
Grade 4	14	27.16	34.00	46	53.09	37.00	40	19.75	29.00
Grade 5	9	13.79	23.46	49	47.13	45.68	41	39.08	30.86
Grade 6	25	17.89	15.29	51	55.79	52.94	25	26.32	31.76
All Grades	15	19.94	25.54	49	52.63	47.58	36	27.42	26.88

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
Communicating Reasoning Demonstrating ability to support mathematical conclusions									
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	26.53	39.62	58	56.12	50.00	27	17.35	10.38
Grade 4	19	35.80	27.00	47	49.38	51.00	34	14.81	22.00
Grade 5	14	11.49	18.52	57	44.83	53.09	29	43.68	28.40
Grade 6	21	20.00	11.76	64	57.89	52.94	15	22.11	35.29
All Grades	17	23.27	25.27	57	52.35	51.61	26	24.38	23.12

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

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	🟢	7	0
English Learner Progress (1-12)	🔵	1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)	🟢	6	0
Mathematics (3-8)	🟢	6	0

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. We have a low suspension rate.

2. Our ELL students are making progress in ELA and Math.

3. ELA and Math performance for all students increased.

School and Student Performance Data

Status and Change Report
Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		750	Medium 1.1%	Declined -0.5%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		750	Medium 1.1%	Declined -0.5%
English Learners		96	Very Low 0%	Declined Significantly -1.1%
Foster Youth		13	Very High 15.4%	
Homeless		1	*	*
Socioeconomically Disadvantaged		263	Medium 1.9%	Maintained +0.1%
Students with Disabilities		51	Medium 2%	Declined Significantly -1.2%
African American		69	Medium 2.9%	Declined -0.8%
American Indian		1	*	*
Asian		133	Very Low 0%	Maintained 0%
Filipino		10	*	*
Hispanic		268	Medium 1.5%	Maintained -0.2%
Pacific Islander		7	*	*
Two or More Races		13	Very Low 0%	Maintained 0%
White		249	Low 0.8%	Declined -0.8%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1. Our suspension rate declined significantly for EL and Students with disabilities.

2. Our Suspension rate declined for White and African American students.

3. School wide our suspension rate declined.

School and Student Performance Data

Status and Change Report
English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner	●	69	High 81.2%	Increased Significantly +18.7%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	●	Very Low 0%	Declined Significantly -1.1%
English Learner Progress (1-12)	●	High 81.2%	Increased Significantly +18.7%
College/Career (9-12)	N/A		N/A
English Language Arts (3-8)	●	Medium 0.1 points above level 3	Increased Significantly +26.2 points
Mathematics (3-8)	●	Medium 5.8 points below level 3	Increased +14.8 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: ● Red (Lowest Performance) ● Orange ● Yellow ● Green ● Blue (Highest Performance)

Conclusions based on this data:

1. EL students suspension rate declined significantly.

2. EL students ELA performance increased significantly.

3. EL students Math performance increased.

School and Student Performance Data

Status and Change Report
English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Language Arts (3-8)		337	High 10.3 points above level 3	Increased +13.5 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		337	High 10.3 points above level 3	Increased +13.5 points
English Learners		50	Medium 0.1 points above level 3	Increased Significantly +26.2 points
Foster Youth		5	*	*
Socioeconomically Disadvantaged		101	Low 22.6 points below level 3	Increased +11 points
Students with Disabilities		28	Very Low 82.2 points below level 3	Increased Significantly +22.5 points
African American		30	Low 24.3 points below level 3	Increased Significantly +27 points
Asian		61	Medium 9 points above level 3	Increased +12.7 points
Filipino		6	*	*
Hispanic		122	Low 5.5 points below level 3	Increased +11.1 points
Pacific Islander		2	*	*
Two or More Races		5	*	*
White		111	High 32.8 points above level 3	Increased Significantly +16.8 points

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	**Number of Students**	**Status**	**Change**
EL - Reclassified Only	39	High 21 points above level 3	Increased Significantly +27.2 points
EL - English Learner Only	11	Very Low 73.8 points below level 3	Declined Significantly -17.5 points
English Only	274	High 11.8 points above level 3	Increased +11.9 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**
English Language Arts (3-8)	4			

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. Socially Economically Disadvantaged scores increased in ELA.

2. Students with Disabilities increased in ELA.

3. RFEP students significantly increased in ELA.

School and Student Performance Data

Status and Change Report
Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Mathematics (3-8)		335	Medium 8.3 points below level 3	Increased +14.2 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		335	Medium 8.3 points below level 3	Increased +14.2 points
English Learners		50	Medium 5.8 points below level 3	Increased +14.8 points
Foster Youth		5	*	*
Socioeconomically Disadvantaged		101	Low 43.9 points below level 3	Increased +6.6 points
Students with Disabilities		27	Very Low 100 points below level 3	Increased Significantly +16.5 points
African American		30	Low 45.6 points below level 3	Increased Significantly +18.9 points
Asian		61	Medium 0.1 points below level 3	Increased +12.7 points
Filipino		6	*	*
Hispanic		120	Medium 23.3 points below level 3	Increased +9.1 points
Pacific Islander		2	*	*
Two or More Races		5	*	*
White		111	High 11.2 points above level 3	Increased Significantly +21.2 points

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	39	High 9.8 points above level 3	Increased +8.9 points
EL - English Learner Only	11	Low 61.3 points below level 3	Declined -7.9 points
English Only	272	Medium 8.9 points below level 3	Increased Significantly +15.3 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	4			

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. RFEP students increased while EL declined in Math.

2. Socially Economically Disadvantaged increased in Math.

3. African American students increased in Math.

School and Student Performance Data

Detailed Report
Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange   Yellow   Green   Blue (Highest Performance)

Conclusions based on this data:

1. 81% of EL students made progress towards English proficiency.

2. EL students are 10 points above Level 3 in ELA.

3. EL students are 8.3 points below Level 3 in Math.

School and Student Performance Data

Detailed Report
School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	()	()

Conclusions based on this data:

1. Suspension rate dropped from 1.5 to 1.1 %. Liddell has a strong implementation of PBIS.

2. 12 days of suspension in 2016.

3. 8 days of suspension in 2017.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students		🟢 Green	🔵 Blue		🟢 Green	🟢 Green	
English Learners		🔵 Blue			🟢 Green	🟢 Green	
Foster Youth							
Homeless							
Socioeconomically Disadvantaged		🟡 Yellow			🟡 Yellow	🟡 Yellow	
Students with Disabilities		🟢 Green					
African American		🟢 Green			🟡 Yellow	🟡 Yellow	
American Indian							
Asian		🔵 Blue			🟢 Green	🟢 Green	
Filipino							
Hispanic		🟡 Yellow			🟡 Yellow	🟢 Green	
Pacific Islander							
Two or More Races							
White		🟢 Green			🔵 Blue	🔵 Blue	

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. Hispanic, African American, and Socioeconomically Disadvantaged are the lowest performing in ELA.

2. Hispanic students are making progress in Math.

3. Ell have the lowest suspension rate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Every student meets or exceeds grade level core standards and is prepared for college, career, and community

Basis for this Goal

Central USD's overall scores for our students in grades 3-8 and 11 indicate that 39% of students are meeting or exceeding standards in ELA and 26% are meeting or exceeding standards in Mathematics.

Liddell's overall scores for students in grades 3-6 indicate that 50% of students are meeting or exceeding standards in ELA and 46% are meeting or exceeding standards in Mathematics.

Early literacy results for first grade students based on Fountas and Pinnell Benchmark Assessment System indicate that there is not any overall growth from March 2016 to March 2017 (63% meeting or exceeding F & P standards.).

Liddell's Early literacy results for students based on Fountas and Pinnell Benchmark Assessment System indicate that there is not any overall growth from March 2017 to March 2018 (77% meeting or exceeding F & P standards.).

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC English Language Arts (ELA) Distance From Met (DFM) Spring 2018 SBAC Math DFM Spring 2018 Fountas and Pinnell (F & P) "On Track" Spring 2018	ELA, DFM 10.3 Math, DFM -8.3 F & P "On Track"% K- 75.2 % 1- 74.5% 2-81.8%	By June of 2019: The number of students scoring, meets and exceeds standards will increase by 7 points as measured by SBAC ELA assessments (DFM 17.3) The number of students scoring, meets and exceeds standards will increase by 10 points as measured by SBAC Math assessments (DFM 1.7) The percent of student in grades K-2 who Meet or Exceed in reading expectation from Fountas & Pinnell will increase to 70% K- Continue 1- Continue 2- Continue

Planned Strategies/Activities

Strategy/Activity 1

ELA:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

October, 2018 - October, 2019

Person(s) Responsible

Teachers, ISC, IA, Admin

Proposed Expenditures for this Strategy/Activity

Amount	9900.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Reading Intervention support / small group -Lexia

Amount	5515.35
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for small group instruction/support

Amount	24341.50
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified support to assist at risk students (guided reading, small group instructions, teacher support)

Amount	350.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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 students

Amount	11658.00

Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified support (2) for at risk students, push in and pull out
Amount	1000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	materials and supplies for small group instruction

Strategy/Activity 2

ELA:

Implement a systematic program for creating reading success.

Increase number of library books interest to students to increase reading comprehension and fluency

Activities to promote increased amount of time reading and to foster the love of reading.

Tutoring-teacher led with Instructional Aide support small group instruction

Tutoring materials and supplies for small group instruction

Tier 2 & 3 pull out books, materials, and supplies.

Implement use of student technology and classroom technology to build literacy skills and 21st century skills.

Students to be Served by this Strategy/Activity

All Students

Timeline

October, 2018 - October, 2019

Person(s) Responsible

Teachers
Library Technician
Admin
ISC
IA

Proposed Expenditures for this Strategy/Activity

Amount	1449.70
Source	LCFF-SLIP
Budget Reference	4000-4999: Books And Supplies

Description	Library Books
Amount	4000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Library Books con'd
Amount	500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Activities/Supplies/materials
Amount	3600.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Tutoring- Teacher
Amount	500.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Tutoring support
Amount	500.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies for tutoring
Amount	3151.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Accelerated Reader

Strategy/Activity 3

ELA:

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

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)

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

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2018-October, 2019

Person(s) Responsible

Teachers, Admin, Site, ISC

Proposed Expenditures for this Strategy/Activity

Amount	2500.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences/Training expenses/Professional Dev

Amount	1000.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Release Time (Substitutes) for Professional Development opportunities

Amount	5100.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	TK-2 PD subs for F&P,analyzing data with ISC and applying to AR guided reading groups

Strategy/Activity 4

MATH:

Liddell will improve student achievement in mathematics by : Number of students scoring, meets and exceeds standards will increase by 10 points as measured by SBAC Math assessments (DFM 1.7)

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, small group

Small group instruction, reteaching, Tier 2 &3 support

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2018-October, 2019

Person(s) Responsible

Teachers, Admin, ISC, IA

Proposed Expenditures for this Strategy/Activity

Amount	5000.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	ST MATH/Fluency

Amount	500.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Math materials.supplies, and manipulatives for small group instruction

Amount	500.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Tutoring support

Amount	3600.00

Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Tutoring- teacher

Amount	500.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies for tutoring

Amount	24341.50
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified support to assist at risk students (small group instructions, teacher support-TK/K IA)

Amount	11658.00
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Intervention Instructional Aide for Tier 2 & 3 push in/pull out support

Strategy/Activity 5

Math:

Implement first best instruction in Mathematics
(Tier 1)

Activities to promote increased math fact fluency and to foster the love of mathematics

Materials, supplies, stem activities, Maker's Space, 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

Students to be Served by this Strategy/Activity

All Students

Timeline

October 2018- October 2019

Person(s) Responsible

Admin, ISC, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2395.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Brain Pop

Amount	10000.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Maker's Space- problem solving, collaboration, critical thinking

Amount	6500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	In class steam/math/science/maker's space activities/supplies that support student learning and collaboration

Amount	7000.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Replacement Technology, replace technology that supports student learning

Amount	2646.69
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	supplies, materials, manipulatives

Strategy/Activity 6

Math:

Professional development, to build adult capacity in Math CCSS, Tier 2 & 3 supports, 21st Century skills, academic vocabulary, and fact fluency

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)

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

Students to be Served by this Strategy/Activity

All students

Timeline

October 2018-October 2019

Person(s) Responsible

Admin, teachers, ISC

Proposed Expenditures for this Strategy/Activity

Amount	3900.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Salaries for Professional Development, peer observations, coaching, planning , data analysis

Amount	1000.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional Development conference and workshop fees

Goals, Strategies, & Proposed Expenditures

Goal 2

Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Basis for this Goal

As a district, Central USD needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates. 2015-16 district attendance rate is 95.3%, with no significant increase or decrease from the previous year's rate. Chronic absenteeism rate was 13.43% in 2016-17. The suspension rate is 5.6% (2015-16) and expulsion rate is .3% (also 2015-16) Liddell's suspension rate declined .5% and had no expulsions in 2017-2018. Liddell's attendance rate was 97%. Liddell's chronic absenteeism rate is 6.7%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism	2017-18 Data from DataQuest and CA Dashboard Suspension Rate- 1.1% Expulsion Rate- 0.27% Attendance Rate- 95.47% Chronic Absenteeism-6.7%	By June of 2019: Suspension Rate will decrease by 0.5% (to .06%) Expulsion Rate will decrease by 0.1% 0.17%) Attendance Rate will increase to 97% or higher (increase by 1.53%) Chronic Absenteeism will decrease by 1% (to 5.7%)

Planned Strategies/Activities

Strategy/Activity 1

Provide opportunities for students to participate in activities which foster a connection to school supported by material, supplies, and other activities

Transportation and field trips to create learning opportunities for students

Attendance recognition

Activities to foster unity, inclusion, and diversity

After school clubs

Students to be Served by this Strategy/Activity

All

Timeline

October, 2018 - October 2019

Person(s) Responsible

Admin
PBIS Team
Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials/supplies for activities

Amount	2000.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated staff for after school clubs

Amount	4700.00
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	6th grade students attended a learning trip to the San Jose Museum

Strategy/Activity 2

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)

Signage for clear expectations for students and community

Extra Work Agreements for aides to provide supervision during unstructured time to support student safety by reinforcing Tier 1 expectations in the cafeteria and on the playground

Students to be Served by this Strategy/Activity

All

Timeline

October 2018 - October, 2019

Person(s) Responsible

Admin
PBIS Team/ IA
Classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	250.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for PD/Healthy schools implementation

Amount	7000.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salary to support alternative recess and alternative play

Amount	500.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for PBIS/Character Education implementation

Amount	3000.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support PBIS/Character Counts/Healthy Schools/Safe Schools

Amount	4500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support student social/emotional needs

Amount	3000.00
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Signage for clear expectations for students and community

Amount	1500.00

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	EPR for an aide to provide supervision during unstructured time to support student safety by reinforcing Tier 1 expectations in the cafeteria and on the playground

Goals, Strategies, & Proposed Expenditures

Goal 3

Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Basis for this Goal

Central USD and Liddell will continue to engage families in educational programs to support student well-being and academic success. Central USD has a full time Parent Involvement Coordinator, Community Liaisons-Bilingual, and Family Outreach Liaisons to assist with this goal.The district and Liddell will continue providing quality parent education based on parent interest and need. Liddell will encourage parent participation in providing input and being a part of the decision making process. At Liddell parent involvement consists of 2 families attending PBS education nights and 30 families participating in Family Stem Nights.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 2) "The school is a safe place where bullying and disrespect are not tolerated"	2017-18 Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 93.9% 2) "The school is a safe place where bullying and disrespect are not tolerated" 67.2%	By June of 2019 : Number of Parent meetings/trainings/workshops will increase Number of Parents participating in Parent meetings/trainings/workshops will increase % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" will increase to 95% 2) "The school is a safe place where bullying and disrespect are not tolerated" will increase to 72.22%

Planned Strategies/Activities

Strategy/Activity 1

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)

Students to be Served by this Strategy/Activity

All

Timeline

October, 2018 - October, 2019

Person(s) Responsible

Admin

Proposed Expenditures for this Strategy/Activity

Amount	1625.00
Source	Title I Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Parent Education/engagement

Amount	500.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for Parent Engagement/Education Activities/Family Stem Nights

Goals, Strategies, & Proposed Expenditures

Goal 4

Assure 1 year of growth in language acquisition for every EL student.

Basis for this Goal

Not all English Learners (ELs) in Central USD are currently making yearly progress in acquiring English proficiency. Data from the CA Dashboard indicates that the district performance indicator for EL Progress is high (green) overall.Of the 22 schools in our district 4 of the schools are either rated in the low (orange) or very low (red) level for EL Progress. One school is rated medium (yellow) and 11 schools are rated high or very high (green or blue.) Schools not represented on the dashboard do not have enough English Learners (ELs) to comprise a cohort for reporting.

There is a need to develop teacher knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners so that we can reduce the creation of long term English learners. Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years). Both rates are below the state and county average, but there is still a need for improvement. At Liddell English learners improved on SBAC (18.7% growth). Currently, 21% of EL students at Liddell met or exceeded standards on SBAC ELA, compared to 59% of non-EL students. This indicates a achievement gap of 38%.

At Liddell the current English Learner Progress Indicator is at 79.71% with an increase of 17.21%, putting our school site in the very high (blue) rating overall.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard English Learner Progress Indicator (ELPI)	2017-18 ELPI 79.71%	By June of 2019: ELPI will be no less than 70.9%
CA Dashboard EL SBAC ELA DFM	2017-18 ELA DFM 0.1	By June of 2019: The number of EL students scoring 'meets or exceeds' standard will increase by 7 points as measured by SBAC ELA (DFM 7.1)

Planned Strategies/Activities

Strategy/Activity 1

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, RFEP, and LTELS by a credentialed teacher

Materials and supplies for Tier 2 & 3 interventions

Students to be Served by this Strategy/Activity

EL

Timeline

October 2018 - October 2019

Person(s) Responsible

Admin
ISC
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	16120.00
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELD/Title1 Intervention pull out support for EL students

Amount	642.65
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Books, materials, supplies to support small group instruction

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

EL

Timeline

October, 2018- October, 2019

Person(s) Responsible

Teachers
Admin

Proposed Expenditures for this Strategy/Activity

Amount	200.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL parent involvement activities/student recognition

Amount	250.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Interpreters for EL Parent Communications, conferences, and EL parent involvement, student recognition

Amount	600.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for ELPAC assessment

Strategy/Activity 3

Build Adult Capacity in ELD strategies, reading, writing, academic vocabulary, and EL standards to prevent at risk EL students

PD provided to staff to effectively use ELD strategies, and to build reading and writing skills across disciplines to support 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

Students to be Served by this Strategy/Activity

EL

Timeline

October 2018-October 2019

Person(s) Responsible

Admin
ISC
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC and F&P	One year's growth in reading and writing	Meeting or exceeding on SBAC ELA-56% school wide (2% growth) 3rd-60% (8% growth) 4th-56% (12% drop) 5th-60% (9% growth) 6th-48% (3% drop) End of Year F&P 77% K-2 meeting or exceeding standards. TK- 100% Kinder- 75.2% 1st-74.5% 2nd-81.8% ELA Benchmarks 1-83% 2-76%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	• Professional development to increase teacher's capacity on how to support students' needs and where to find resources in Wonders. Teachers have PLC time 2 times a week for 40 minutes Data team meeting were held 3 times.	Reading Intervention support / small group 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 8500.00	Reading Intervention support / small group/Lexia 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	Materials and supplies for small group instruction/support for TAS students 4000-4999: Books And Supplies Title I Part A: Allocation 4673.00
		Classified support to assist at risk students	Classified support to assist at risk students

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instruction in classroom by teacher Students will be provided opportunities for Tier 2 & Tier 3 push in & pull out reading intervention support in literacy	All students were progress monitored throughout the year and support adjusted as needed. Tier 2 & 3 reading support, use of Lexia, F&P, leveled readers and Wonders curriculum. Salaries for TK and Kinder Aides in the classrooms Salaries for IA push in/out supports for TAS students. Subs for SST meetings to support students	(guided reading, small group instructions, teacher support) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 19525.32	(guided reading, small group instructions, teacher support) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 22024.00
		Additional leveled readers for small group instruction, intervention 4000-4999: Books And Supplies Title I Part A: Allocation 3200.00	Additional leveled readers for small group instruction, intervention 4000-4999: Books And Supplies Title I Part A: Allocation 3192.00
		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	TK/K ELA materials and supplies for small group instruction for TAS students 4000-4999: Books And Supplies Title I Part A: Allocation 3446.00
		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	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 0001-0999: Unrestricted: Locally Defined Title I Part A: Allocation 150.00
		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	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 reading comprehension and fluency	Library books for Library and chapter book sets for 4th-6th classrooms. Various activities in Library to foster the love of reading 4 sessions of tutoring for 1st-3rd and 2x a week before school for 4th-6th.	Library Books 4000-4999: Books And Supplies LCFF-SLIP 1346.15	Library Books 4000-4999: Books And Supplies LCFF-SLIP 1346.15
		Library Books con'd 4000-4999: Books And Supplies LCFF 4000.00	Library Books con'd 4000-4999: Books And Supplies LCFF 2282.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 | Credential teacher and IA, materials and supplies.

Literature books, leveled readers, and supplies for Tier 2 & 3 TAS

Technology in the classroom, Chromebooks, printers, and headphones. Replacement projectors, light bulbs, and Smart Board pens. | Activities/Supplies/materials 4000-4999: Books And Supplies LCFF 500.00 | Activities/Supplies/materials 4000-4999: Books And Supplies LCFF 100.00 |
		Tutoring- Teacher limited to TAS students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4500.00	Tutoring- Teacher limited to TAS students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3610.00
		Tutoring support- limited to TAS students 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1080.00	Tutoring support- limited to TAS students 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1182.00
		Materials and Supplies for tutoring -limited to TAS students 4000-4999: Books And Supplies Title I Part A: Allocation 500.00	Materials and Supplies for tutoring -limited to TAS students 4000-4999: Books And Supplies Title I Part A: Allocation 600.00
		Replacement Technology, Replace laptops, technology that supports student learning

 5000-5999: Services And Other Operating Expenditures LCFF 4000.00 | Replacement Technology, Replace laptops, technology that supports student learning 5000-5999: Services And Other Operating Expenditures LCFF 3850.00 |
| 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 | 1st and 2nd grade teachers attended Guided Reading training

Intervention Aides/teacher attended Reading Intervention Training

Tech training staff development based on teacher need

Drops ins performed by Admin with feedback

Walk throughs completed monthly | Conferences/Training expenses/Professional Dev

 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2700.00 | Conferences/Training expenses/Professional Dev 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2290.00 |
| | | Teacher Release Time (Substitutes) for Professional Development opportunities

 1000-1999: Certificated Personnel Salaries Title | Teacher Release Time (Substitutes) for Professional Development opportunities 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1470.00 |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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) 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	ISC- PD, Co teaching, modeling and support of teachers in best first teaching Sub days for F&P administration and time with ISC to analyze data and collaborate on next steps, students needs and teacher needs.	I Part A: Allocation 2000.00	
		Professional Development materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 350.00	Professional Development materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 337.00
		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	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 5440.00

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

- Implementation of small group instruction and guided reading - small group instruction was implemented by all teachers in TK-3rd grade classrooms. Push in support by Instructional Aides for all grades (based on student need) to provide small group intervention support along side the classroom teacher. The Instructional Aides were provided additional training on site and off site in order to increase their capacity on the use of guided reading and intervention strategies.

- Tutoring - Before school and afternoon tutoring was implemented and progress was monitored throughout the year. Tutoring was provided by Certificated Teachers as well as Classified Instructional Aides.

- Implement the use of instructional materials -All teachers attended training on using and implementing Wonders in the classroom. Supplies and materials were purchased and used in order to implement the use of instructional strategies for small groups and guided reading. Substitutes were hired for TK-2 teachers to have release time to administer and analyze the Fountas and Pinnell assessment. Teachers also had time with Instructional Support Coach to plan guided reading instruction.

- Professional Development to build adult capacity - All 1st-2nd grade teachers, along with Instructional Support Coach and Principal, received guided reading training. All intervention IA , along with Instructional Support Coach and Principal, received training on effective reading intervention strategies.

- Increase number of library books - Library books for student use were purchased as well as chapter books for 4th-6th grade classroom use.

- Implement the use of technology in the classroom- Replacement of classroom projectors. Smart Bard pens and bulbs, student headphones ,and renewal of Lexia.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

- Implementation of Small Group instruction, guided reading, and intervention - Small group instruction and guided reading is a vital piece of instruction that is made possible through the assistance of the additional support The small group intervention and guided reading was implemented through the use of classroom teacher and instructional aides. Students were progress monitored and interventions adjusted based on student need.

At least 1 year growth was made for Intervention:

21 moved back on track, 19 moved from Intensive to Strategic, 6 from Intensive to On track, and 9 dropped from Strategic to Intensive

- Best first teaching- Through the use of instructional materials and through Professional Development on the implementation of the new Wonders English Language Arts curriculum the overall percent of students meeting/exceeding standards has increased by 2 %. 77% of TK-2 students are meeting or exceeding standards on Fountas and Pinnell

- Professional Development to build adult capacity - Professional Development has provided staff with additional and updated strategies to use in the classroom . Teachers in grades 1st -2nd were also provided with training specific to guided reading in order to provide support for the students in small groups. The teachers were very responsive and the implementation was monitored through drop ins and walk throughs.

- Increase amount of library books - All 4th-6th grade teachers have class sets of chapter books. Library books still need to be increased.

- Implement technology -Technology to support instruction is vital as the curriculum and improves student engagement.

- Based on feedback from School Site Council, Liddell will move from Targeted Assistance (TAS) status to School Wide Title 1 status.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Material differences between budgeted and actual funds:

- The amount spent on Library books. Library material and supplies were less than expected. We have a new Librarian that began in January and not enough time to order before the cut off date for outside vendors.

- Substitute days for Fountas & Pinnell. TK-2 Fountas and Pinnell sub days was higher due to TK-K needing an additional day for administering and analyzing.

- Tutoring expenditure was lower than proposed due to higher estimated cost of hourly rate and benefits.

Title 1 money budgeted for TAS students only. Moving to School Wide Title 1 would benefit the maximum number of students. We are 50% FRL and qualify for School Wide Title 1.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Additional Instructional Aide support to target strategic students in K-2. which will result in an EPR for push in supports targeting strategic students K-2.

- Moving into 2018-19, this goal will stay as Goal 1 but will be combined with Mathematics as an overall academic goal to align with Central Unified School District's Local Control Accountability Plan (LCAP).

- -Based on feedback from School Site Council, Liddell will move from Targeted Assistance (TAS) status to School Wide Title 1 status in order to meet the needs of all students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Benchmarks	One year's growth in fact fluency, communicating reasoning, and problem solving and modeling/data in math	SBAC 3rd-6th grew from 46%-50% (4%) 3rd-:66% (16% growth) 4th-51% (9% drop) 5th-41% (7% growth) 6th-42% (4% drop) End of year Benchmarks K-2: K- 1-66.7% 2-70.2%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PLC time, data team meetings, supplies, and materials for systematic collection, student progress monitoring, and analysis of data.	District paid ST Math PLC time 80 min a week (40 x2) Math manipulatives for small group instruction- all grade levels	ST MATH/Fluency 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 2626.00	ST Math 5800: Professional/Consulting Services And Operating Expenditures 0
Materials, supplies, technology based programs, books, and math manipulatives for small group instruction for Tier 2 & 3	Tutoring 4 session 1st-3rd with credentialed teachers and IA 2 x a week for 4th-6th Materials and supplies for tutoring, intervention, and small group instruction	Math materials.supplies, and manipulatives for small group instruction for TAS students 4000-4999: Books And Supplies Title I Part A: Allocation 500.00	Math materials.supplies, and manipulatives for small group instruction for TAS students 4000-4999: Books And Supplies Title I Part A: Allocation 482.00
Tutoring for at risk students (TAS), small group Small group instruction, reteaching, Tier 2 &3 support	Salaries for TK and Kinder Aides in the classrooms Salaries for IA push in/out supports for TAS students.	Tutoring support limited to TAS students 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1008.00	Tutoring support limited to TAS students 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 1442.50

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Tutoring- teacher limited to TAS students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4500.00	Tutoring- teacher limited to TAS students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 3610.00
		Materials, supplies tutoring limited to TAS students 4000-4999: Books And Supplies Title I Part A: Allocation 500.00	Materials, supplies tutoring limited to TAS students 4000-4999: Books And Supplies Title I Part A: Allocation 314.00
		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	Classified support to assist at risk students (guided reading, small group instructions, teacher support) 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 22024.00
		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	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	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 150.00
Implement first best instruction in Mathematics (Tier 1)

Activities to promote increased math fact fluency and to foster the love of mathematics | ISC support for first best instruction, modeling, co teaching, and collaborating

Professional Development on the use of IABs and the tools available for | Brain Pop 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1508.00 | Brain Pop 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1508.00 |
| | | Activities/ supplies/ materials 4000-4999: | Activities/ supplies/ materials 4000-4999: |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	interim assessments for teachers in grades 3-6. Follow up data checks in PLCs and plan lessons according to data strengths/weaknesses. Brain Pop was renewed in order for teachers to continue to use it as a tool to support instruction Began implementation of school wide fluency activities Supplies to foster love of mathematics-math charms Stem supplies for all classrooms Headphones, Printers, Replacement laptops, Replacement Lamps. Mouse/keyboards, and mouse pads	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	Books And Supplies LCFF 909.00 In class stem/math/science activities/supplies that support student learning and collaboration 4000-4999: Books And Supplies LCFF 2000.00 Replacement Technology, replace technology that supports student learning 5000-5999: Services And Other Operating Expenditures LCFF 4423.00
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	All teachers were provided with a guided planning day to increase the use of PBILs, Fact fluency, and Math practices. Professional development to use Kagan strategies to engage students in learning.	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	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 1977.82

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Campus wide walk throughs to assess and address effective use of instructional practices (first best teaching instruction) 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			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

- PLCs - PLC s focused on Math CCSS and strategies 1x week (40 min).

- Professional Development- 3 teachers attended Kagan PD and shared strategies with staff. 3rd-5th completed a Lesson Study Cycle with District and Instructional Support Coach support.

- Implementation of extended learning opportunities - Tutoring, intervention support, and small group reteaching of lessons increased student learning for the identified at risk students. (TAS)

- Implement the use of educational materials and technology - The purchase of technology has increased the accessibility of curriculum for both teachers and students. Materials are used to assist students in their learning. ST math/fluency and other materials were purchased for student use. ST Math is used for students to practice their conceptual skills and fact fluency. Hands on materials for use with small group instruction and reteaching.

Classified support - TK and Kinder aides and intervention Instructional Aides provide direct support to students in order to increase student learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

- Students grew 4% on SBAC.

- Professional Development and PLCs - Professional Development keeps our staff up to date on the most effective strategies and uses of technology. Our teachers are increasing their capacity of using technology as a tool to teach and monitor student learning.

- Implementation of tutoring and interventions - Tutoring and intervention support was provided to identified at risk students and gave extended time for reteaching and learning.

- Implement the use of educational materials and technology - The purchase of technology has increased the accessibility of curriculum for both teachers and students. ST math provides opportunities for our students to learn and practice their conceptual skills. Instructional materials were used to support instruction in the classroom. It is more effective for TK-3 students, as they get older the loose interest in the program. Brain pop is used as a tool to support classroom instruction

- Classified support - TK and Kinder aides and intervention Instructional Aide provide direct support to students in order to increase student learning.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were difference in proposed expenditures and estimated actual expenditures:

- Student Study Team Substitutes.We didn't have the need to have more days.

- Replacement technology budget was also less than proposed due to budgeted amount being moved. SSC approved $1500 be moved to ELPAC teacher training.

- Tutoring estimated was lower due to higher projected hourly/benefit rates.

Title 1 money budgeted for TAS students only is difficult to spend. We are 50% Free and Reduced Lunch and qualify for School Wide Title 1.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes for 2018-2019, with SSC and Teacher input:

- ST Math will be for TK-3 only. 4th-6th grade teachers have free alternatives in place that students are engaged with and are effective.

- Student Study Team Substitute budget will be lowered to meet Liddell's need.

- Moving into 2018-19, this goal will be combined with English Language Arts & Literacy as an overall academic goal to align with Central Unified School District's LCAP.

- Based on feedback from School Site Council, Liddell will move from Targeted Assistance (TAS) status to School Wide Title 1 status in order to meet the needs of all students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC, F&P	One year's growth in reading and writing,	EL SBAC: Grade 3 – 27% meeting/exceeding standards, 27% increase from 16-17 Grade 4 –11% meeting/exceeding standards,11 % increase from 16-17 Grade 5 –0% meeting/exceeding standards,no change from 16-17 (2 students) Grade 6 –0% meeting/exceeding standards, no change from 16-17 (1 student)

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	All teachers provided Professional Development in supports for English Learners and in the use of the new ELD curriculum for Wonders They were also provided PD in specific EL strategies on with additional follow up training. Credentialed teacher-Intervention support for EL and RFEP strategic and intensive TAS students Supplies: including CD player for support in listening skills.	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	ELD/Title1 Intervention pull out support for TAS EL students 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 11412.00 Books, materials, supplies to support small group instruction 4000-4999: Books And Supplies Title I Part A: Allocation 680.65

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	In class small group instruction, dedicated ELD block consistently used		
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	Student recognition- growth Parent involvement - Stem night and student recognition Interpreter for site meetings and parent nights, including ELAC, Stem Nights,Title 1 and LCAP input night.	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	EL parent involvement activities/student recognition 4000-4999: Books And Supplies LCFF 128.60 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 800.00
Build Adult Capacity in ELD strategies, reading, writing, academic vocabulary, and EL standards to prevent TAS EL students 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	PD with ISC and District EL staff on ELD strategies both dedicated and integrated Drop ins during ELD blocks to ensure consistency and instructional strategies Walk throughs focused on EL strategies given at PD Professional Development : Kaga EL Strategies and materials to support implementation	Professional Development 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1000.00 Professional Development materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 500.00	Professional Development 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 812.99 Professional Development materials and supplies 4000-4999: Books And Supplies Title I Part A: Allocation 388.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
address effective use of instructional practices teaching Drop in observations with specific instructional feedback			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

- Provide reading/writing pull out intervention block for Tier 2 & 3 El students and LTELS (Long Term English Language Learners) by a credentialed teacher: EL and RFEP strategic and intensive students were consistently monitored, had push in and pull out academic support by a credentialed teacher with a focus on academic writing and reading.

- Implement first best instruction: teachers were consistent on ELD block time and use of ELD curriculum. Drop ins during ELD blocks were completed to ensure consistency and instructional strategies. Walk throughs performed by Principal and GIA showed teachers using ELD curriculum and ELD block time with fidelity. They were also implementing CCSS.

- Build Adult Capacity: PD with Instructional Support Coach and District EL staff on ELD strategies both dedicated and integrated. Teachers also received

Kagan EL Strategies and materials to support implementation.

- Interpreter for site meetings and parent nights, including ELAC, STEM Nights,Title 1 and LCAP input nights.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

- Implement first best instruction - There was an overall increase in English Learners meeting/exceeding standards on the SBAC from the 2017 administration of the test to the 2018 administration of the test.

- Provide reading/writing pull out intervention block for Tier 2 & 3 El students, RFEP, and LTELS by a credentialed teacher- Intensive EL students decreased from 22-10.

Strategic : 5 moved back on track

- EL students grew significantly on the SBAC with a 18.7% growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Materials differences between budgeted and expended funds:

- ELD Intervention cost was less than expected.

- ELPAC Substitutes - An additional teacher was needed

- Parent Involvement- we had items donated, so we didn't spend as much in this area

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Continued Professional Development on EL strategies and EL standards.

- Moving into 2018-19, this goal will be moved to Goal 4 to align with Central Unified School District's LCAP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Surveys, Swiss	Decrease suspensions Increase/Maintain participation in learning	Suspensions decreased, no expulsions 97% attendance rate Per surveys: 94% of students feel safe at school

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	After school Art Club for 2nd-3rd graders PBIS cycle activities including Stem day- materials and supplies Recognition for attendance- awards School wide and classroom unity activities	Materials/Supplies or Activities 4000-4999: Books And Supplies LCFF 2000.00	Materials/Supplies or Activities 4000-4999: Books And Supplies LCFF 1800.00
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	PBIS is fully implemented. We are at the GOLD level. Social skills reteaching/teaching, social emotional based classroom books, de- escalation supplies, and safe spaces. Alternative recess/play with reteaching Radios for all staff new and repaired- for safety	Substitutes for PD/Healthy schools implementation 1000-1999: Certificated Personnel Salaries LCFF 250.00	Substitutes for PD/Healthy schools implementation 1000-1999: Certificated Personnel Salaries LCFF 300.00
		Instructional Aide Salary to support alternative recess and alternative play 2000-2999: Classified Personnel Salaries LCFF 8907.00	Instructional Aide Salary to support alternative recess and alternative play 2000-2999: Classified Personnel Salaries LCFF 8907.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
data at PLCs (academic) and at PBIS team meetings (behavioral and social/emotional) .		Substitutes for PBIS/Character Education implementation 1000-1999: Certificated Personnel Salaries LCFF 500.00	Substitutes for PBIS/Character Education implementation 1000-1999: Certificated Personnel Salaries LCFF 450.00
		Materials and supplies to support PBIS/Character Counts/Healthy Schools/Safe Schools 4000-4999: Books And Supplies LCFF 2000.00	Materials and supplies to support PBIS/Character Counts/Healthy Schools/Safe Schools 4000-4999: Books And Supplies LCFF 1754.00
		SWISS 5000-5999: Services And Other Operating Expenditures LCFF 500.00	SWISS 5000-5999: Services And Other Operating Expenditures LCFF 350.00
		Materials and supplies to support student social/emotional needs 4000-4999: Books And Supplies LCFF 1687.95	Materials and supplies to support student social/emotional needs 4000-4999: Books And Supplies LCFF 2056.00

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

- Provide opportunities for students to participate in activities which foster a connection to school, attendance recognition, activities to foster inclusion: Art club, PBIS cycle activities including Stem day- materials and supplies, recognition for attendance- awards, School wide and classroom unity activities.

- Implement behavior support for students on Tier 2 and Tier 3 - Salary was paid for a Behavior Intervention aide to support identified students.

- Safe School- purchase of radios and safety equipment.

- Fully implement Positive Behavior Intervention Support programs, infused with Character Counts, - Purchase of items for students to reinforce positive behavior,

social skills reteaching/teaching, social emotional based classroom books, de-escalation supplies, and safe spaces. Alternative recess/play with reteaching.

- The School's PBIS (positive behavior intervention supports) team will systematically collect data - Purchase of one year license for SWIS.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

- Implement behavior support for students on Tier 2 and Tier 3 - The Intervention Aide was able to provide structured support for identified Tier 2 and 3 students as well as much in to the classroom to provide students with reinforcement of behaviors during lessons. Teachers are able to utilize the aide to increase student engagement in the classroom.

- Provide opportunities for students to participate in activities which foster a connection to school, attendance recognition, activities to foster inclusion: Several activities for connection- during school and after school..

- Student safety - The purchase of additional radios and repairing radios helped maintain a safe environment for students.

- Fully implement Positive Behavior Intervention Support programs, infused with Character Counts,- The purchase of items for students to reinforce positive behavior was an effective way for students to get rewarded for making good decisions or being role models on campus.

- The School's PBIS (positive behavior intervention supports) team will systematically collect data - Purchase of one year license for SWIS was used to review data with the intervention team to determine needs and next steps for students. The results would then be reviewed on a monthly basis to determine effectiveness and then the plan would be adjusted as needed.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No notable differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Funding will be provided for transportation to create learning opportunities for students - (6th grade students attended a learning trip to the San Jose Museum)

- Purchase of signage for clear expectations for students and community.

- SWIS will not be funded through the SPSA as the district is currently funding it.

- Extra Work Agreements for aides to provide supervision during unstructured time to support student safety by reinforcing Tier 1 expectations in the cafeteria and on the playground

- Moving into 2018-19, this goal will be moved to Goal 2 to align with Central Unified School District's LCAP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Sign in	Increase in parent participation	Drop in attendance of PBS nights- only 2 parents

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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,	Valley PBS - 5 parent education nights 2 Stem nights Common Sense Media training Liddell Showcase	Parent Education/engagement 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement 1187.00	Parent Education/engagement 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement 1625.00
		Parent education/engagement con'd 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Allocation 1000.00	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	Supplies for Parent Engagement/Education Activities/Family Stem Nights 4000-4999: Books And Supplies Title I Part A: Allocation 599.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Bytes and Bites (common sense/social media education for parents)			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

- Six workshops were selected by the ELAC members and parents of Title 1 TAS of the four schools who worked together to host the workshops. The topics ranged from Literacy and math, to positive discipline and social emotional support for students. Workshops alternated location between 3 schools.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

- There was an decrease of families from Liddell that attended. There were 2 families that attended this year. The classes held at Liddell were the highest attended classes by the Liddell families.

- Many parents were confused that the only ones they could attend were the ones at Liddell.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Liddell will host it's own Parent Education Nights

- Moving into 2018-19, this goal will be moved to Goal 3 to align with Central Unified School District's LCAP.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	147747.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	55747.39

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	54297.69	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	1449.70	0.00
Title I Part A: Allocation	146122.00	0.00
Title I Parent Involvement	1625.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	54,297.69
LCFF-SLIP	1,449.70
Title I Part A: Allocation	146,122.00
Title I Parent Involvement	1,625.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	38,845.00
2000-2999: Classified Personnel Salaries	81,749.00
4000-4999: Books And Supplies	33,754.39
5000-5999: Services And Other Operating Expenditures	15,546.00
5700-5799: Transfers Of Direct Costs	4,700.00
5800: Professional/Consulting Services And Operating Expenditures	28,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	3,550.00
2000-2999: Classified Personnel Salaries	LCFF	8,750.00
4000-4999: Books And Supplies	LCFF	24,146.69
5000-5999: Services And Other Operating Expenditures	LCFF	10,151.00
5700-5799: Transfers Of Direct Costs	LCFF	4,700.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,000.00
4000-4999: Books And Supplies	LCFF-SLIP	1,449.70
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	33,670.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	72,999.00
4000-4999: Books And Supplies	Title I Part A: Allocation	8,158.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,395.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	25,900.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	1,625.00

School Site Council Membership

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Charlene Graham	Principal
Lori Severt	Classroom Teacher
Sandy Gaither	Classroom Teacher
Jameen Maione	Classroom Teacher
Nicole Ghimenti	Other School Staff
Anthony Scheideman	Parent or Community Member
Cyndi Bauer	Parent or Community Member
Joy Isheim	Parent or Community Member
Cindy Harper	Parent or Community Member
Angela Smith	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 10/9/18.

Attested:

	Principal, Charlene Clark on 10/9/18
	SSC Chairperson, Lori Severt on 10/9/18

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
  • Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
  • Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
  • Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
  • Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Parent Name | **Child's Name**

Parent Name	Child's Name
Melanie	
Jameen Marione	3rd grade teacher
Charlie Grealin	Vincent
Lori Snell	2nd gr. teacher
Anthony Scheideman	Marcus 4th
Cindy Hughes	Natalie, Emma Harper
Miles Shinoult	Kinley Aide

Guests: _____

Name _____ Grade _____

Liddell Elementary

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 _____

Student's 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 _____

Liddell ELEMENTARY SCHOOL SITE COUNCIL (SSC) MINUTES
<u>10/09/2018</u>

1. <u>Call the Meeting to Order</u>:
- The meeting was called to order at time by Lori Severt at 3:31 pm. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian	Present		Staff		Present
1	Joy Isheim		1	Jameen Maione	Teacher	x
2	Anthony Sheideman	x	2	Lori Severt	Teacher	x
3	Cindy Harper	x	3	Sandy Gaither	Teacher	
4	Cyndi Bauer		4	Nicole Ghimenti	Other	x
5	Angela Smith		5	Charlene Clark	Principal	x

	Guest		Non-member staff	Position
1		1		
2		2		
3		3		
4		4		

2. <u>Roll Call:</u>
- (Sign in Sheet).
- Chairperson announced
  - 6 members are needed to establish a quorum
  - _6__ members are present _4__members are absent
  - A quorum has been established- Yes

3. <u>Changes/Additions to the Meeting Agenda</u>:
<u>Motion to approve – Anthony Scheideman</u>
<u>Second- Charlene Clark</u>
<u>Approved</u>

4. <u>Secretary's Report</u>:

Motion to approve minutes-Lori Severt / Second- Nicki G/ approved

5. <u>Committee Reports</u>:

- none

6. <u>Public Comment</u>:

- none

7. <u>Unfinished Business:</u>
- None

8. New Business

    a. Received input on parent meeting- keep intervention and tutoring

    b. Site Plan- goals Goal 1 math and reading. Added instructional aids for strategic interventions. AR this year $3151, used 1-6th. Maybe add kinder next year? Going School wide title 1 would allow us to meet the needs of all students. Adding 6th grade field trip to San Joes to create learning opportunities for students. Additional yard duty for student safety and training of support staff. Goal 3 – Parent Involvement- PTC to organize conferences to increase parent attendance, connection engaging families- PBS, STEM Nights, student showcase. Goal 4- EL continue last year's tactics.

       Overall- Technology- plans for replacement/upgrade as needed, book replacement, playground equipment, (connecting students to school), supplies, Grade level lists for supplies-math, ELA, science, calming centers, teacher book support.

       Carryover $12,750 dollars to be used to order books for the library, materials and supplies for classrooms

    c. SPSA- Approval of SPSA and to moving to Title 1 school wide- Scheideman motioned for approval /Ghimenti second
Approved

    d. .By Laws- Motion to approve-Motion to approve – Ghimenti / Lori second motion- approved
.
Safety Plan:

    e. All IA have teacher use keys for safety. Teachers to do a safety simulation.
Sheriff presentation specific to schools, New procedure for using the Polk gate for attendants of home games to enter the campus to maintain student safety. Motion to approve Safety plan; Ghimenti/Clark second motion--approved

    f. Uniform complaint process-teacher, GIA, principal, Tammy. Parents are responsible to fill out paperwork and write the complaint, write evidence.
Appeal within 15 days to the CDE.
Williams act discussed

    g. Meeting again Feb. 5 and May 7-Charlene to email. Jameen to follow up call if necessary

9. Evaluation & Adjournment:
- The Liddell SSC meeting was adjourned by Severt at 4:00 pm

Respectfully submitted,

Jameen Maione
October 9, 2018

SSC Secretary

Liddell Elementary

School Site Council (SSC) 2ⁿᵈ Quarter Meeting

Date of Posting: 10/3/2018   Meeting Date: 02/09/2018

Location: Library

Starting Time: 3:30 pm   **Ending Time: 4:30 pm**

Outcomes: Participants will be able to:
- **Support CUSD Guiding Principles**
- **Provide input, approve and monitor SPSA including staff professional development**
- **Approve annual review/revision of site SSC by-laws**
- **Discuss district uniform complaint procedures**
- **Determine future meeting dates, times and training schedules**

Representatives & Staff: SSC members Joy Isheim, Angela Smith, Cindy Harper, Cyndi Bauer, Anthony Scheideman, Nicole Ghimenti, Sandy Gaither, Lori Severt, Jameen Maione, Charlene Clark. 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	Chairperson	2 minutes
Roll Call—establish quorum	None	Chairperson	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Chairperson	1 minute
Secretary's Report	Approval/Amendments	Secretary	5 minutes
Report of Officers, Standing & Special Committees DAC representative report	Information & discussion	DAC representative	5 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.	Chairperson	10 minutes
Unfinished Business	none	Chairperson	

New Business a. Received input from ELAC on programs for ELs b. SPSA goals/actions to support students not making progress, students meeting or exceeding standards, 1% set aside for parent involvement & staff professional development including expenditures c. Approve SPSA d. By-laws e. Safety Plan f. Training on Uniform Complaint Procedures g. Discuss future meeting dates, training, and agenda items.	Input, approval.	Principal	20 minutes
Evaluation (ways to improve the meeting) and Adjournment	Meeting input and approval to adjourn	Chairperson	1 minute

List of handouts: SPSA and expenditures, uniform complaint procedures and forms.

Thank you for coming

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

Date of Posting 09/24/18   Meeting Date: 09/27/18

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. Nominate officers *Chairperson *Vice-chairperson *Secretary *DELAC representative (ELECT?) *DELAC alternate	c.Discussion, nomination and election of officers *DELAC Training 10/19, 9-10, District Office Room 4		
d. By-laws-initial review			
e. Progress reports-SBAC,			
f. EL program entrance & exit criteria			
g. ELPAC			
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 (below with Annual review/update		
j. Parent Involvement Policy/Compact current year			
k. District Parent Education Opportunities	PBS workshop, district website under "Parents"		
l. 15% rule (if applicable)			
m. Site: safety			
n. Annual Review & Update			
o. Site items	Parent teacher conferences week of 10/29, early releases, Family STEM Night 10/11		
p. Future meeting dates.	All start at 8:00 a.m. 11/8/18, 2/7/19, 5/2/19		

ELAC
Liddell Elementary

September 27, 2018

Please sign in

Name	Parent/Guardian of:
Andria Watterson	GiA
Kim Rodgers	Teacher
Fatehia Almogahed	Mom Khaled
Mohammed Allabani	Dad Khaled
Sukjit Dosanjh	Khem Bains
Debbie Aquino	ent. 1

Norman Liddell Elementary Title 1 Parent Involvement Policy
2018-2019 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

- Parent/Teacher conferences in the fall and spring
- Common Core state standards distributed at fall parent/teacher conferences
- Progress reports and report cards (provided once per semester). Teachers may also provide weekly progress updates as needed and requested by parents.
- Parent Resource Link on District and Liddell Elementary Websites
- Student Success Team (SST) meetings as needed

2. Liddell Elementary School provides parents with materials and trainings to help them work with their children to improve their children's achievement.
   - On-site training opportunities through existing parent advisory groups, ELAC, SSC, and PFC
   - Parent Workshops
   - ST Math
   - AR-Accelerated Reader
   - Lexia
   - Parents are able to check out library books

3. The school educates staff members about the values of parent contributions, and in how to work with parents as equal partners
   - ELAC
   - SSAC
   - PFC

4. Liddell Elementary coordinates and integrates the Title 1 parental involvement policy with other activities to encourage and support parents in participating in the education of their children.
   - PFC
   - Back to School Night
   - Open House
   - Parent Workshops

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

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs; PIRCI, Project Inspire at California Association of Bilingual Education, Covina, CA, and PIRC2 ate Cambridge Academics, Modesto, CA.

http://www.nationalpirc.org/directory/CA-7.html

PIRCI, Project Inspire is the result of a partnership amongst the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 201 1. A list of workshop topics and brochure in English and Spanish that describes services are available at http://www.bilingualeducation.org/programs.parent.php are available in multiple languages.

PIRC2, Cal PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. Cal-PIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento. It also provides support throughout the state through conferences, workshops, and a Website. Cal-PIRC will be funded through 201 1.

Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong.

http://www.calpirc.org/

Total Number of ELAC Members:
__4__ ELAC parents/guardians of English learners
__0__ ELAC parents/guardians of other students
__2__ School staff

ELAC ATTENDANCE FOR THIS MEETING INCLUDED:
__4_ 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 7:

      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)
9/24/18	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.
9/24/18	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.
9/24/18	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])
9/24/18	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) _8:05_ 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: 09/24/18

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

ELAC Meeting Minutes
Liddell Elementary

Date: __9/24/18__

Meeting called to ordered at 8:05 am

Secretary: __Kim Rodgers__

Members Present:

__Watterson, Rodgers, Aquino, Dosanjh, Almogahed,__ Qhaiwi, Allabani

No current standing officers.

Watterson reviews the purpose of ELAC along with member duties. None interested at this time

Mrs. Dosanjh, chair last year, encourages those present to consider.

Fatehia Almogahed considering being DELAC rep/alternate

Mrs. Qhaiwi will be DELAC rep for second term.

Initial bylaws are renewed with no changes from last year. No input from members present.

Watterson reminds parents that CELDT is no longer administered but now its the ELPAC. Explains administration of test along with reclassification procedure. Mr. Allabani asks for clarification on program identification because English was his kids' first language. Home Language Survey is explained.

Site program utilized for EL is the Wonders Curriculum for both designated and integrated ELD. Annual review and update progress

reviewed, overview of SBAC scores per grade level and EL. Overall EL growth/SBAC 18.7%
Watterson solicits feedback input, parents do not have any.

Parent Involvement Policy reviewed and no feedback at this time.

Parents give feedback on the Parent involvement Opportunities through PBS. Top interests are Social media & learning styles & supporting your learner. Best time to meet is the evening.

Ms. Watterson discusses site safety plan, roles, how often practiced.

Site items shared: Upcoming parent teacher Conferences & minimum days. upcoming Family STEM night 10/11.

Future meeting dates 11/8, 2/7, 5/2 at 8:00 am

Meeting adjourned at 8:40 am.