



Norman Liddell Elementary School

5455 W. Alluvial • Fresno, CA 93722 • (559) 276-3176 • Grades K-6

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Central Unified School District

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Dr. Tami Boatright

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School Description

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.

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.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	132
Grade 1	101
Grade 2	102
Grade 3	109
Grade 4	99
Grade 5	86
Grade 6	88
Total Enrollment	717

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	0.3
Asian	19.0
Filipino	1.1
Hispanic or Latino	36.0
Native Hawaiian or Pacific Islander	0.3
White	32.6
Socioeconomically Disadvantaged	52.4
English Learners	11.4
Students with Disabilities	6.7
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Norman Liddell Elementary School	16-17	17-18	18-19
With Full Credential	27	26	29
Without Full Credential	2	2	0
Teaching Outside Subject Area of Competence	0	0	0
Central Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	727
Without Full Credential	◆	◆	20
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Norman Liddell Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, TK-6 Adopted 2016-2017</p> <p>McGraw Hill Wonders, ELD Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Envisions K-6 Adopted 2016-2017</p> <p>Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Scott Foresman: Science California Adopted 2007-2008</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Houghton-Mifflin Adopted 2006-2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/27/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	BOOK STORAGE: 2. DIRTY VENTS. 7. LIGHT DIFFUSER IS MISSING.
Interior: Interior Surfaces	Poor	11: 4. HOLE IN WALL AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13: 4. CEILING TILES HAVE WATER STAINS. 14: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. FLOOR TILES ARE BROKEN. PENCIL SHARPENER COVER IS MISSING. 15: 4. PENCIL SHARPENER COVER IS MISSING. 16: 4. FLOOR TILE HAS A HOLE. 11. PAINT IS PEELING ON EAVES. 17: 4. CEILING TILE HAS A WATER STAIN. CARPET IS WORN. 19: 4. PENCIL SHARPENER COVER IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES. 20: 4. CEILING TILE HAS A WATER STAIN. ADMIN: 4. CARPET HAS LARGE STAIN AT ENTRY TO NURSE'S OFFICE. CAMPUS CONNECTION 2: 4. CEILING TILES HAVE WATER STAINS. K3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. LIBRARY: 4. CEILING TILE HAS A WATER STAIN IN HALLWAY. MPR: 4. CEILING TILES HAVE WATER STAINS. OFFICE/ PSYCH (ADMIN): 4. CEILING TILE IS BROKEN. P7: 4. CARPET IS WORN AND TORN. 6. BIRDS NEST IN EAVES. 14. TRIP HAZARDS ON WALKWAY. (ROOM IS HARD TO BREATHE IN) P8: 4. CARPET IS WORN AND TORN. (ROOM IS HARD TO BREATHE IN) SPEECH (NEAR MPR): 4. CEILING TILES HAVE WATER STAINS. STAGE: 4. CEILING TILE IS MISSING.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/27/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p align="center">Good</p>	<p>1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR ELECTRICAL COVER IS BROKEN. 11: 4. HOLE IN WALL AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. TWO WINDOWS HAVE BB HOLES IN THEM. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. K2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. P7: 4. CARPET IS WORN AND TORN. 6. BIRDS NEST IN EAVES. 14. TRIP HAZARDS ON WALKWAY. (ROOM IS HARD TO BREATHE IN) P9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON THE RAMP. STUDENT STORE/ SNACK BAR: 6. COCKROACH PRESENT. WORK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical: Electrical</p>	<p align="center">Fair</p>	<p>10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR ELECTRICAL COVER IS BROKEN. 2: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN AIR FRESHENER. BOOK STORAGE: 2. DIRTY VENTS. 7. LIGHT DIFFUSER IS MISSING. COMPUTER LAB: 7. ELECTRICAL COVER IS MISSING IN CEILING. ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANELS. K1: 7. LIGHT DIFFUSER IS LOOSE IN RR. 9. ONE FAUCET NEAR RR'S HAS A LOW FLOW. KITCHEN: 7. ONE LIGHT DIFFUSER IS MISSING. OUTLET COVER IS BROKEN. P1: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 15. DOOR DOESN'T SHUT PROPERLY. WORK ROOM: 7. ONE LIGHT BALLAST IS OUT.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/27/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. BOYS REST ROOM: BOYS REST ROOM: 9. ONE FAUCET HANDLE IS BROKEN. TWO FAUCETS ARE LOOSE AT BASE. GIRLS REST ROOM: 8. TOILET SEAT IS LOOSE. 9. TWO FAUCETS HAVE NO FLOW. K1: 7. LIGHT DIFFUSER IS LOOSE IN RR. 9. ONE FAUCET NEAR RR'S HAS A LOW FLOW. P2: 9. DRINKING FOUNTAIN MOUTH GUARD IS LOOSE. 15. DOOR DOESN'T SHUT PROPERLY.
Safety: Fire Safety, Hazardous Materials	Good	12: 11. IMPROPERLY STORED CLEANING SUPPLIES. 16: 4. FLOOR TILE HAS A HOLE. 11. PAINT IS PEELING ON EAVES. 19: 4. PENCIL SHARPENER COVER IS MISSING. 11. IMPROPERLY STORED CLEANING SUPPLIES. 2: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. PLUG IN AIR FRESHENER. 4: 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED. GIRLS REST ROOM: 11. PAINT IS PEELING ON WALL AND CEILING.
Structural: Structural Damage, Roofs	Good	P9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON THE RAMP.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. TWO WINDOWS HAVE BB HOLES IN THEM. P1: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 15. DOOR DOESN'T SHUT PROPERLY. P2: 9. DRINKING FOUNTAIN MOUTH GUARD IS LOOSE. 15. DOOR DOESN'T SHUT PROPERLY. P7: 4. CARPET IS WORN AND TORN. 6. BIRDS NEST IN EAVES. 14. TRIP HAZARDS ON WALKWAY. (ROOM IS HARD TO BREATHE IN) PLAY COURTS: 14. TRIPPING HAZARD ON ASPHALT/CEMENT SEAM.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	55.0	56.0	40.0	44.0	48.0	50.0
Math	46.0	50.0	28.0	31.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.7	28.6	29.9

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	381	371	97.38	56.33
Male	196	191	97.45	53.40
Female	185	180	97.30	59.44
Black or African American	34	34	100.00	41.18
American Indian or Alaska Native	--	--	--	--
Asian	68	66	97.06	59.09
Filipino	--	--	--	--
Hispanic or Latino	140	134	95.71	50.75
Native Hawaiian or Pacific Islander	--	--	--	--
White	122	120	98.36	62.50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	187	182	97.33	44.51
English Learners	69	66	95.65	48.48
Students with Disabilities	31	29	93.55	13.79
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	381	372	97.64	50.27
Male	196	192	97.96	51.04
Female	185	180	97.3	49.44
Black or African American	34	34	100	29.41
American Indian or Alaska Native	--	--	--	--
Asian	68	66	97.06	48.48
Filipino	--	--	--	--
Hispanic or Latino	140	135	96.43	42.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	122	120	98.36	63.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	187	183	97.86	36.07
English Learners	69	66	95.65	48.48
Students with Disabilities	31	30	96.77	16.67
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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

- Character Education
- Community Events
- Open House
- Fall and Spring Parent/Teacher Conferences
- Scholastic Book Fair
- Liddell Showcase/Young Author's Fair/Science Fair/History Day/
- Peach Blossom
- Talent Show
- Educational Field Trips
- Parent Faculty Club (PFC)
- School Site Council
- English Learner Advisory Committee
- Classroom Volunteering
- PFC Sponsored Fundraisers

- Back to School Night
- Grade Level Programs
- Movie Nights
- School Play
- Band and Choir Performances
- Robotics
- Red Ribbon Week
- Pastries with Parents
- High Honors Breakfast
- Family STEM Night

Contact Person Name: Charlene Graham

Contact Person Phone Number: (559) 276-3176

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

School Safety Plan

The Liddell Emergency Response Plan was prepared in compliance with Central Unified School District Governing Board Policy and California Administrative Code, Title 5, California Education Section 560, which requires all public schools, kindergarten through community college, to have written emergency response plans which will be reviewed at least annually by the local governing board. This plan was developed and approved in cooperation with state, county, city, and district civil emergency response staff. Cooperation with these agencies is essential in times of an emergency. This plan is devoted to the welfare and safety of the students of Liddell Elementary School during school hours. It includes a procedure whereby the school could be used, under disaster conditions, as a community resource for the care of people. The major objectives of emergency response procedures are to save lives and protect property in the event of a disaster. This plan was developed with these objectives in mind. The plan was last revised in August, 2018 and reviewed with the School Site Council and ELAC. The staff last reviewed and practiced it in August 2018 and will review and practice it again in January 2019. Once a month during professional development, safety information will be discussed with staff. Quarterly, safety scenarios will be performed by staff during professional development. The School Site Council reviewed the plan in September, 2018. The plan includes staff assignments, contingency scenarios, drill guidelines and evacuation locations. Through the course of the year we practice lock down, earthquake, and fire drills. We have practice drills during class, recess, and Physical Education. Once a year a drill will include implementing Plan B, communication through radios and the use of Remind app.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.5	1.1	2.1
Expulsions Rate	0.1	0.3	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	7.4	5.4	6.0
Expulsions Rate	0.4	0.4	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.80
Social Worker	0.11
Nurse	0.40
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	2.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	26	23	26				5	5	5			
1	29	24	25				3	4	4			
2	28	25	26				4	4	4			
3	28	23	27				3	4	4			
4	31	28	33				3	3	1			2
5	33	29	28				1	3	3	2		
6	33	32	23			1	1	1	3	2	2	

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

Professional Development provided for Teachers

2016-2017

1- District Math inservice

17 Site PD on Minimum days

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

Weekly grade level PLCs (40 minutes per week)

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

Based on a review of DATA from 2015-16, classroom observations and teacher surveys, staff development is being focused on the following:

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

2017-2018

Teachers will also continue to train for the following:

- Effective strategies/(Tiers 1-3)

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

2018-2019

Teachers will also continue to train for the following:

- Effective small group strategies/(Tiers 1-3)
- English Learner Professional Development
- Math teaching strategies/reteaching, small group, PBL, Math Practices, alignment of key standards
- Reading strategies and instructional organization/guided reading/small group instruction
- Technology usage
- PLC process w/data analysis, effective teaching strategies, data collection
- Learning Intentions/Success Criteria
- STEM/Makers Space lessons

Professional Development is being provided in the following formats:

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

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,311	\$49,512
Mid-Range Teacher Salary	\$66,127	\$77,880
Highest Teacher Salary	\$87,019	\$96,387
Average Principal Salary (ES)	\$106,992	\$123,139
Average Principal Salary (MS)	\$111,100	\$129,919
Average Principal Salary (HS)	\$117,620	\$140,111
Superintendent Salary	\$195,700	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

- During the 2017-18 school year, funds were used to provide a certificated teacher to work in small groups with the English Learners and RFEF students who were performing below grade level standards and an IA to work with AR Title 1 students (TAS).
- Tutoring was provided during school with 4 sessions 2 days per week for students in first through 3rd grades. Certificated Teachers provided intervention with IA support.
- Teachers were provided release time to plan for instruction, differentiation and assessment.
- Materials and supplies were provided over and above what was available through general school funding. These included: assessment kits, library books, art supplies, physical activity equipment, technology replacement equipment, technology supplies (ink, etc), service contracts for ST Math, Lexia, PBIS data collection and other materials as requested.

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

Summer school is available for at-risk students.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,279.24	\$114.67	\$5,164.57	\$75,811.36
District	◆	◆	\$9,209.87	\$69,861
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-56.3	8.2
Percent Difference: School Site/ State			-76.4	-5.0

* Cells with ◆ do not require data.

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.