Norman Liddell Elementary School

5455 W. Alluvial • Fresno, CA 93722 • (559) 276-3176 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Central Unified School District
4605 North Polk Ave.
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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 698 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 52.4% socioeconomically disadvantaged youth and 10% 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	100
Grade 2	102
Grade 3	104
Grade 4	99
Grade 5	99
Grade 6	78
Total Enrollment	698

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.9
American Indian or Alaska Native	0.4
Asian	17.9
Filipino	0.9
Hispanic or Latino	37.8
Native Hawaiian or Pacific Islander	0.6
White	31.4
Two or More Races	2.1
Socioeconomically Disadvantaged	51.4
English Learners	13.2
Students with Disabilities	6.9
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Norman Liddell	17-18	18-19	19-20
With Full Credential	26	29	29
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Central Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	711
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Norman Liddell Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

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 reviews 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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	McGraw Hill Wonders, TK-6 Adopted 2016-2017 McGraw Hill Wonders, ELD Adopted 2016-17 **The textbooks listed are from most recent adoption:**	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	Pearson Envisions K-6 Adopted 2016-2017 Pearson Math Investigations, K-5, (Online Supplementary) Adopted 2016-17 **The textbooks listed are from most recent adoption:**	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	Discovery Education Science K-6 Adopted 2019-2020 **The textbooks listed are from most recent adoption:**	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	Houghton-Mifflin Adopted 2006-2007 **The textbooks listed are from most recent adoption:**	Yes
	Percent of students lacking their own assigned textbook:	0%

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. The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT). This inspection determines the school facility's good repair status. District maintenance staff ensures that repairs necessary to keep the school in good repair and work orders are completed in a timely manner. For all items inspected that were found to not be in 'good repair', work orders have been created and maintenance will be done before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised. The overall rating for this school is 'good'.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 05/26/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	FORMICA PEELING CEILING TILE MISSING FLOORING WORN CEILING TILE HAS A WATER STAIN PENCIL SHARPENER COVER MISSING WALL TRIM BROKEN FLOORING REPAIRS NEEDED HOLE IN WALL WALLPAPER TORN
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	LIGHT DIFFUSER IS LOOSE LIGHT DIFFUSER MISSING LIGHT BULBS OUT ACCESS TO ELECTRICAL PANEL BLOCKED CORDS CREATING TRIP HAZARDS
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	TOILET LEAK FAUCET DRIP FAUCET HAS NO FLOW FOUNTAIN NOT FLOWING CORRECTLY
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	WORK ORDERS HAVE BEEN SUBMITTED TO ADDRESS NEEDED REPAIRS AND / OR CORRECTIVE ACTION.

B. Pupil Outcomes

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	59	44	44	50	50
Math	50	52	31	33	38	39

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.8	28.7	26.7

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

School Year 2018-19 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	387	384	99.22	58.59
Male	186	185	99.46	53.51
Female	201	199	99.00	63.32
Black or African American	34	34	100.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	68	68	100.00	63.24
Filipino	--	--	--	--
Hispanic or Latino	151	148	98.01	51.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	119	119	100.00	65.55
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	211	209	99.05	52.15
English Learners	67	67	100.00	46.27
Students with Disabilities	31	31	100.00	12.90
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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

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

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

School Year 2018-19 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	387	384	99.22	51.56
Male	186	185	99.46	46.49
Female	201	199	99.00	56.28
Black or African American	34	34	100.00	32.35
American Indian or Alaska Native	--	--	--	--
Asian	68	68	100.00	57.35
Filipino	--	--	--	--
Hispanic or Latino	151	148	98.01	43.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	119	119	100.00	63.03
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	211	209	99.05	44.98
English Learners	67	67	100.00	41.79
Students with Disabilities	31	31	100.00	19.35
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
The outstanding support of Liddell's 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
- Back to School Night
- Grade Level Programs
- School Play
- Band and Choir Performances
- Robotics
- Red Ribbon Week
- Pastries with Parents
- High Honors Breakfast
- Family STEAM Night

Contact Person Name: Charlene Clark

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, transitional 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 2019 and reviewed with the School Site Council and ELAC. The staff last reviewed and practiced it in August 2019 and will review and practice it again in February 2020. EPRs will be created to ensure the entire staff is present. Once a month during professional development, safety information will be discussed with staff. Quarterly, safety scenarios will be performed by the staff during professional development. The School Site Council reviewed and approved the plan in September 2019. The plan includes staff assignments, contingency scenarios, drill guidelines, and evacuation locations. Through the course of the year, we practice lockdown, 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	2.1	1.2
Expulsions Rate	0.3	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	6.0	7.1
Expulsions Rate	0.4	0.4	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

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

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		5		26		5		23	1	4	
1	24		4		25		4		20	1	4	
2	25		4		26		4		26		4	
3	23		4		27		4		26		4	
4	28		3		33		1	2	33			3
5	29		3		28		3		33		1	2
6	32		1	2	23	1	3		26		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	34	30	31

2017-2018
- 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
- 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

2019-2020

Teachers will be trained:
- Math- priority and supporting standards
- Effective math practices
- Continue small group reading strategies
- Continue Learning Intentions/Success Criteria
- STEAM/Maker's Space Lessons
- Newly adopted Science Curriculum
- SEL
- Integrated ELD

Professional Development is provided in the following formats:
- Site-based staff development sessions-(2 times a month)
- Site Administration observation with feedback
- County and District training for specific topics (ELPD, Math, ELA/ELD, etc)
- Google summit/technology conferences/training

Following training, teachers are monitored and supported by site administration.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,520	$51,374
Mid-Range Teacher Salary	$68,110	$80,151
Highest Teacher Salary	$89,569	$100,143
Average Principal Salary (ES)	$109,417	$126,896
Average Principal Salary (MS)	$114,433	$133,668
Average Principal Salary (HS)	$121,149	$143,746
Superintendent Salary	$201,571	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5,551.37	$170.07	$5,381.30	$80,753.50
District	N/A	N/A	$8,972.98	$72,234.80
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-50.0	11.1
School Site/ State	-76.4	-5.0

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

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

Types of Services Funded

During the 2018-19 school year, funds were used to provide a certificated teacher to work in small groups with the English Learners and RFEP students who were performing below grade-level standards and an IA to work with AR Title 1 students. 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. Tutoring for 4th-6th grade students was provided before school 2 days a week throughout the school year. Teachers were provided release time to plan for instruction, differentiation, and assessment. In addition, instructional aides were provided for reading intervention, yard duty, alternative play/recess supervision. 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, Accelerated Reader, PBIS data collection and other materials as requested. The site 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.

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.