



Arthur C. Butler Elementary

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Elk Grove, CA 95624
(916) 681-7595

Board of Education
Jeanette J. Amavisca
Pollyanna Cooper-LeVangie
Priscilla S. Cox
Pamela A. Irely
William H. Lugg, Jr.
Chet Madison, Sr.
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Hours of Operation

Our office is open from 7:30 a.m. to 4:00 p.m. Monday through Friday. Families are always welcome to visit the office to ask any questions or address any concerns they may have about the school or their children.

School Highlights and Awards

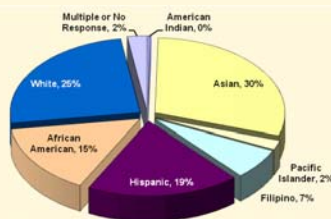
- Academic Performance Index (API) of 833
- 2008 District Oral Language Faire semifinalists & finalists
- 2000-2008 3rd & 6th grade teachers awarded News10 Teacher of the Month, 2008 Free to Learn
- Character Education School established 2007

Student Demographics

	School	District
Enrollment	998	62,218
English Learners	218	9,946
Languages Spoken	22	81
Students of Poverty	490	31,795
GATE	31	3,707

SOURCE: 2009-2010, EGUSD

Population by Ethnicity



SOURCE: 2009-2010, EGUSD

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: www.egusd.net.

A Message From the Principal

Welcome to Arthur C. Butler Elementary School! We provide a highly academic, focused educational experience designed to meet the individual learning needs of all students so they may attain grade level standards and beyond. Our mission is to provide the best possible education in the safest possible environment. The safe campus, positive learning culture, rigorous instructional programs, and strong community support help students gain the skills they need to be successful students and citizens.

Parent support and involvement continue to be important aspects of the success at Arthur C. Butler Elementary. This support is given, recognized, and appreciated in many different ways. Parents help plan programs and policies through their efforts on the School Site Council, PTO, and other committees or advisories. Parents also serve as classroom and library volunteers, or plan family activities and events. Parents support student success by providing space, time and encouragement for daily homework, and by sending a clear message that education and regular school attendance are important to the family.

Steve Brenizer, Principal
Arthur C. Butler Elementary

Parental Involvement

All families are welcome and encouraged to become actively involved. We invite everyone to attend our Back to School Night, kindergarten orientations, Open House, informational meetings, and student performances throughout the year. Please join our PTO, which sponsors events that promote a sense of community and raise money for worthy causes. We encourage you to be one of the hundreds of family members who visit our school and volunteer in classrooms, the library, at home, or chaperone field trips. Volunteer opportunities are publicized in the Butler Bulldog and PTO newsletters which are updated monthly and available on our school web site.

Teacher Credentials and Misassignments

Teacher Credentials		2008-2009
Total Number of Teachers		51
Total Full Credentials		51

SOURCE: 2008-2009, California Dept. of Education

Teacher Misassignments and Vacancies		2009-2010
Misassignments of Teachers of English Learners		0
Misassignments Due to Subject Matter Competency		0
Teacher Vacancies		0

SOURCE: 2009-2010, EGUSD

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

School Facility Conditions and Planned Improvement

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Included is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school has 34 classrooms, a multipurpose room, a library, and an administration building. The main campus was built in 1980. Two portable classrooms were constructed in 1997 for class size reduction.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The administrative team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status

Date of facilities inspection: 12/9/2009

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			NA
Interior: Interior Surfaces	x			NA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	x			NA
Electrical: Electrical	x			NA
Restrooms/Fountains: Restrooms, Sinks/Fountains	x			NA
Safety: Fire Safety, Hazardous Materials	x			NA
Structural: Structural Damage, Roofs	x			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

	Exemplary	Good	Fair	Poor
Overall Summary	x			

SOURCE: 2009-2010, EGUSD

Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 26 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra I and 9th grade English, have reduced class sizes.

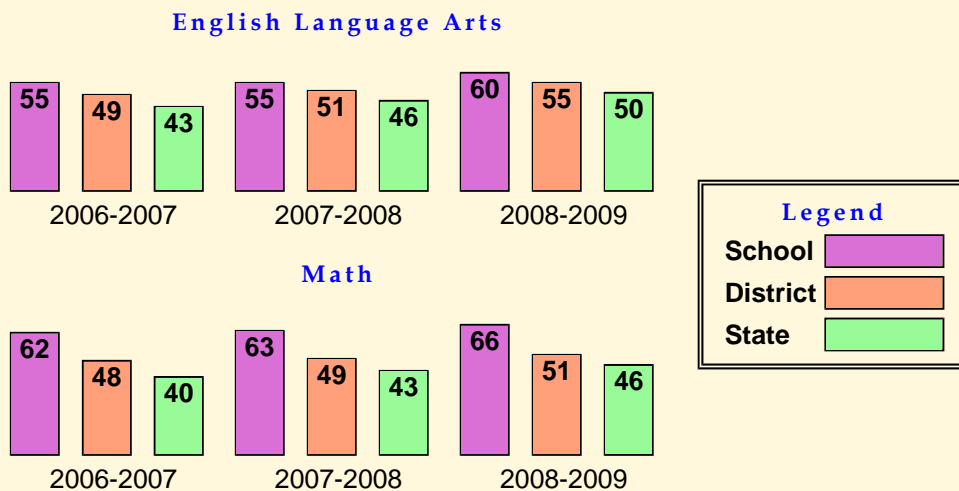
School Average	
Kindergarten	20.0
Grade 1	20.0
Grade 2	20.1
Grade 3	20.0
Grade 4	26.4
Grade 5	25.8
Grade 6	26.2

SOURCE: 2008-2009, California Dept. of Education

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.



SOURCE: 2008-2009, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

Growth Score	833
Statewide Rank	7
Similar Schools Rank	7

SOURCE: 2008-2009, California Dept. of Education

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years.

	School	District
Program Improvement Status	NA	In PI
First Year of Program Improvement	NA	2009-2010
Year in Program Improvement	NA	Year 1

SOURCE: 2008-2009, California Dept. of Education

Professional Development

Our school and district offer a variety of professional learning opportunities for staff. Our school has a professional development emphasis in student engagement and writing. Our teachers meet each Monday to review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs.

Special education teachers attend regular and ongoing training sessions to support them in the development of curriculum and strategies to best meet the needs of students with learning disabilities.

New teachers, who have been teaching fewer than two years, are supported by the district's beginning teacher program. They meet regularly with an experienced mentor to discuss their successes, challenges and new ideas for their classrooms.

Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work safely and efficiently.

School Safety Plan

Our school is strongly committed to providing a safe and secure learning environment. School rules are enforced by all personnel. Our School Safety Plan was reviewed and updated in January of 2010. An "Emergency Handbook", outlining a plan of action for disasters such as earthquakes, fires, floods, and chemical spills, is kept in the school office and in every classroom. Random, periodic school drills and safety inspections are conducted. The district's Police Services Department supports us with occasional visits and quick response times when needs arise.

Specialized Programs

At our school, we have highly qualified staff to assist students with special learning needs. Bilingual Teaching Associates help English Learners access the core curriculum. Gifted and Talented Education (GATE) students and accelerated students have contracts to complete accelerated work. The Learning Center offers instruction to special education students and other students who need extra support. We offer an early morning fluency class to support students in increasing their reading and language skills. Our site offers an after school EL class to support our second language students in grades 4-6. Several grade levels offer extra instruction for reading and math after school hours. Students also participate in before and after school fine arts programs such as Artwise, GATE Media Club, choir, drama, and Variety Show.

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

Teachers	EGUSD 50,000+ ADA	State Average 20,000+ ADA
Beginning	\$40,047	\$42,065
Midrange	\$59,384	\$67,109
Highest	\$82,031	\$86,293
Principals		
Elementary	\$109,249	\$107,115
Middle	\$108,438	\$112,279
High	\$120,350	\$122,532
District Superintendent	\$237,664	\$216,356
Share of budget used for		
Teachers' salaries	43.5%	39.4%
Administrative salaries	4.4%	5.5%

SOURCE: 2007-2008, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Donna Chery
Associate Superintendent,
Elementary Education
Glen DeGraw
Associate Superintendent,
Human Resources
Nancy Lucia
Associate Superintendent,
Education Services
Richard Odegaard
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities

Average Daily Attendance

	Percent
School	96.47%
District	95.48%

SOURCE: 2009-2010, EGUSD

Discipline

	School	District
Suspensions	21	12,133
Expulsions	0	187

SOURCE: 2008-2009, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

Total Students (Oct 2009)	62,218
Elementary Schools	39
Middle Schools	9
High Schools	9
Alternative Schools	4
Charter Schools	1
Adult Education Schools	1
Special Education Schools	1